Learning Words

Afra Alishahi

Learning Words:

Learning Words from Reading Megumi Hamada,2021-07-15 An increasingly popular approach to second and foreign language education this book focuses on incidental learning how students learn words from reading Despite its popularity some researchers have questioned this theory that students can learn new words by inferring meanings based on a text they are reading So why does the incidental method not work for some students What are the conditions for naturalistic learning to occur What do students need to be able to do while reading in order to learn words successfully Tackling these questions head on this book provides researchers and educators with a more specific account of the processes behind the seemingly naturalistic method Clarifying the connection between reading and word learning processes Megumi Hamada proposes a new model the Cognitive Model of Word Meaning Inference to describe how we obtain and use word form and contextual information for learning words and the pedagogical applications of this A significant new contribution to research in the field Learning Words from Reading provides a cognitive perspective on how students learn new words from reading in a second or foreign language   How Children Learn the Meanings of Words Paul Bloom,2002-01-25 How do children learn that the word dog refers not to all four legged animals and not just to Ralph but to all members of a particular species How do they learn the meanings of verbs like think adjectives like good and words for abstract entities such as mortgage and story The acquisition of word meaning is one of the fundamental issues in the study of mind According to Paul Bloom children learn words through sophisticated cognitive abilities that exist for other purposes These include the ability to infer others intentions the ability to acquire concepts an appreciation of syntactic structure and certain general learning and memory abilities Although other researchers have associated word learning with some of these capacities Bloom is the first to show how a complete explanation requires all of them The acquisition of even simple nouns requires rich conceptual social and linguistic capacities interacting in complex ways This book requires no background in psychology or linguistics and is written in a clear engaging style Topics include the effects of language on spatial reasoning the origin of essentialist beliefs and the young child s understanding of representational art The book should appeal to general readers interested in language and cognition as well as to researchers in the field   **How Children Learn to Write Words** Rebecca Treiman,Brett Kessler,2014-04-09 Writing allows people to convey information to others who are remote in time and space vastly increasing the range over which people can cooperate and the amount they can learn Mastering the writing system of one s language is crucial for success in a modern society This book examines how children learn to write words It provides a theoretical framework that integrates findings from a wide range of age groups from children who are producing their first scribbles to experienced spellers who are writing complex words To set the stage for these discussions early chapters of the book consider the nature of writing systems and the nature of learning itself The following chapters review various aspects of orthographic development including the learning of symbol shapes and punctuation Each chapter reviews research with

learners of a variety of languages and writing systems revealing underlying similarities Discussions of how orthography is and should be taught are incorporated into each chapter making the book of interest to educators as well as to psychologists cognitive scientists and linguists This book is unique in the range of topics and languages that it covers and the degree to which it integrates linguistic insights about the nature of writing systems with discussions of how people learn to use these systems It is written in a scholarly yet accessible manner making it suited for a wide audience   *Lexical Input Processing and Vocabulary Learning* Joe Barcroft,2015-12-15 This book focuses on theory research and practice related to lexical input processing lex IP an exciting field exploring how learners allocate their limited processing resources when exposed to words and lexical phrases in the input Unit 1 specifies parameters of lex IP research among other levels of input processing as well as key components form meaning mapping and contexts incidental intentional of vocabulary learning Unit 2 highlights theoretical advances such as the type of processing resource allocation TOPRA model consistent with research on tasks sentence writing word copying word retrieval that learners may perform during vocabulary learning Unit 3 highlights patterns in partial word form learning and input based effects including the value of increased exposure drawbacks of presenting vocabulary in semantic sets and advantages of input enhancement particularly with regard to increasing talker speaking style and speaking rate variability in spoken input The book unifies a range of research pertinent to lex IP summarizes theoretical and instructional implications and proposes intriguing new directions for future research
    Learning Vocabulary in Another Language I. S. P. Nation,2001-03-15 This book provides pedagogical suggestions for both teachers and learners   **Theoretical and Computational Models of Word Learning: Trends in Psychology and Artificial Intelligence** Gogate, Lakshmi,2013-02-28 The process of learning words and languages may seem like an instinctual trait inherent to nearly all humans from a young age However a vast range of complex research and information exists in detailing the complexities of the process of word learning Theoretical and Computational Models of Word Learning Trends in Psychology and Artificial Intelligence strives to combine cross disciplinary research into one comprehensive volume to help readers gain a fuller understanding of the developmental processes and influences that makeup the progression of word learning Blending together developmental psychology and artificial intelligence this publication is intended for researchers practitioners and educators who are interested in language learning and its development as well as computational models formed from these specific areas of research   The Oxford Handbook of Deaf Studies in Learning and Cognition Marc Marschark,Harry Knoors,2020-04-15 In recent years the intersection of cognitive psychology developmental psychology and neuroscience with regard to deaf individuals has received increasing attention from a variety of academic and educational audiences Both research and pedagogy have addressed questions about whether deaf children learn in the same ways that hearing children learn how signed languages and spoken languages might affect different aspects of cognition and cognitive development and the ways in which hearing loss influences how the brain processes and

retains information There are now a number of preliminary answers to these questions but there has been no single forum in which research into learning and cognition is brought together The Oxford Handbook of Deaf Studies in Learning and Cognition aims to provide this shared forum focusing exclusively on learning cognition and cognitive development from theoretical psychological biological linguistic social emotional and educational perspectives Each chapter includes state of the art research conducted and reviewed by international experts in the area Drawing this research together this volume allows for a synergy of ideas that possesses the potential to move research theory and practice forward **Learning to Read: An Integrated View from Research and Practice** Terezinha Nunes,1999-08-31 Literacy research has continued to develop at a rapid pace in these last five years of the millennium New ideas about how children learn to read have led to a better understanding of the causes of progress and failure in the mastery of literacy with repercussions for children s assessment and teacher education These new discoveries also allow teachers to transcend the old debates in reading instruction phonics versus whole language and offer the path to a synthesis At the same time research with teachers about their own implementation of methods and the development of their own knowledge about the teaching of literacy has produced a fresh analysis of the practice of literacy teaching Inspired by these developments teachers teacher educators and researchers worked together to produce this volume which promotes the integration of literacy research and practice

The Vocabulary Book Michael F. Graves,2016 This extensively revised and expanded edition of the bestselling text and teaching resource incorporates the newest research in vocabulary learning and instruction into a complete and balanced program for all K 12 students from those who struggle in school to those who excel Literacy expert Michael Graves presents a four pronged vocabulary program that he has developed and honed for over 30 years The program has the following four components Frequent Varied and Extensive Language Experiences Teaching Individual Words Teaching Word Learning Strategies and Fostering Word Consciousness The text includes theory research based strategies vocabulary interventions classroom examples advice for working with English learners discussion of next generation standards and more The Vocabulary Book Second Edition will appeal to reading and subject area teachers teacher educators and school district and state leaders New for the Second Edition Instructional approaches developed and classroom tested since the release of the first edition A chapter specifically on teaching vocabulary to English learners A chapter specifically on selecting vocabulary words to teach Curricular and instructional elements designed to meet and exceed Common Core State Standards An emphasis on vocabulary as a vital resource for all students in our increasingly diverse society If you believe vocabulary instruction is vital to reading writing and thinking then Michael Graves Second Edition of The Vocabulary Book will give you the tools for powerful instruction as many teachers discovered with the First Edition This book will shift your perspective and you will reap the benefits of placing vocabulary at the center of your instruction Peter Dewitz district level reading consultant Mary Baldwin College Now that vocabulary is included on the Nation s Report Card teachers will want to know how to help

students increase their word power Graves s advice will be invaluable in what to do and what not to do Robert Calfee professor emeritus Stanford University This book is an excellent resource for practitioners interested in developing a comprehensive program for building vocabulary in children It is also of great value for researchers who wish to design and test vocabulary interventions Diane August senior research scientist Center for Applied Linguistics **Vocabulary in a Second Language** Paul Bogaards,Batia Laufer-Dvorkin,2004-01-01 The eleven chapters of Vocabulary in a Second Language are written by the world s leading researchers in the field of vocabulary studies in second language acquisition Each chapter presents experimental research leading to new conclusions about and insights into the selection the learning and teaching or the testing of vocabulary knowledge in foreign languages This book is intended as an up to date overview of the important domain of the lexicon for researchers in the field of second language acquisition teacher trainers and professional teachers of second or foreign languages **The Oxford Handbook of the Word** John R. Taylor,2015 This handbook addresses words in all their multifarious aspects and brings together scholars from every relevant discipline to do so The many subjects covered include word frequencies sounds and sound symbolism the structure of words taboo words lexical borrowing words in dictionaries and thesauri word origins and change place and personal names nicknames taxonomies word acquisition and bilingualism words in the mind word disorders and word games puns and puzzles Words are the most basic of all linguistic units the aspect of language of which everyone is likely to be most conscious A new word that makes it into the OED is prime news when baby says its first word its parents reckon it has started to speak knowing a language is often taken to mean knowing its words and languages are seen to be related by the similarities between their words Up to the twentieth century linguistic description was mainly an account of words and all the current subdivisions of linguistics have something to say about them A notable feature of human languages is the sheer vastness of their word inventories and scholars and writers have sometimes deliberately increased the richness of their languages by coining or importing new items into their word hoards The book presents scholarship and research in a manner that meets the interests of students and professionals and satisfies the curiosity of the educated reader Language Learners with Special Needs Judit Kormos,Edit H. Kontra,2008-07-18 In this age of globalisation people who do not speak a foreign language are at a serious disadvantage in the job market It is therefore of great relevance that learners with learning disabilities are also provided with equal and appropriate opportunities to acquire a second or foreign language The aim of the book is to give readers an insight into the language learning process of learners with disabilities The articles discuss the learning process and the teaching of dyslexic as well as hearing impaired learners in various parts of the world from the USA and Canada to England Norway Poland and Hungary The intended audience of the book is language teachers MA and MEd students and researchers in the field of SLA applied linguistics or special education *No Limits to Literacy for Preschool English Learners* Theresa A. Roberts,2009-01-12 Combining theory with proven teaching strategies this resource helps preschool educators produce

strong language and literacy outcomes for English learners ages 3 to 5 <u>Vocabulary</u> Ronald Carter,2012-03-15 How do we teach and learn vocabulary How do words work in literary texts In this book Ronald Carter provides the necessary basis for the further study of modern English vocabulary with particular reference to linguistic descriptive frameworks and educational contexts Vocabulary Applied Linguistic Perspectives includes an introductory account of linguistic approaches to the analysis of the modern lexicon in English and discusses key topics such as vocabulary and language teaching dictionaries and lexicography and the literary stylistic study of vocabulary This Routledge Linguistics Classic includes a substantial new introductory chapter situating the book in the current digital age covering changes and developments in related fields from lexicography and corpus linguistics to vocabulary testing and assessment as well as additional new references Vocabulary Applied Linguistic Perspectives has been widely praised since first publication for the breadth depth and clarity of its approach and is a key text for postgraduate students and researchers studying vocabulary within the fields of English Language Applied Linguistics and Education <u>Cognitive and Educational Psychology for TESOL</u> Andrzej Cirocki,Bimali Indrarathne,Sharon McCulloch,2024-08-19 This volume has been written specifically with TESOL teacher educators practitioners and classrooms in mind It is divided into three sections cognitive aspects of language learning individual differences and language learning difficulties and challenging behaviours Structured in this way it enables TESOL teacher educators and practitioners to better understand how language learners process and retain new information improving their overall ability to learn and remember In addition to supporting TESOL teacher educators and practitioners in promoting effective language learning this volume explains individual differences among language learners and the importance of developing learners emotional social and behavioural skills while addressing learning difficulties disorders disabilities and challenging behaviours whenever required The individual chapters are written in an accessible style to enable readers to explore various psychological concepts in their pedagogical practice by engaging in reflective teaching through action research This volume is a vital resource for pre and in service language teachers and will encourage language teacher educators to reassess their existing practices Chapter 2 is available open access under a Creative Commons Attribution 4 0 International License via link springer com **Measuring Second Language Vocabulary Acquisition** James Milton,2009-10-06 Measuring Second Language Vocabulary Acquisition provides an examination of the background to testing vocabulary knowledge in a second language and in particular considers the effect that word frequency and lexical coverage have on learning and communication in a foreign language It examines the tools we have for assessing the various facets of vocabulary knowledge such as aural and written word recognition the link with word meaning and vocabulary depth These are illustrated and the scores they produce are demonstrated to provide normative data Vocabulary acquisition from course books and in the classroom in examined as is vocabulary uptake from informal tasks This book ties scores on tests of vocabulary breadth to performance on standard foreign language examinations and on hierarchies of communicative

performance such as the CEFR   A Study of Learning and Retention in Young Children Lois Meek Stolz,1925   **Child Development: An Active Learning Approach** Laura E. Levine,Joyce Munsch,2010-09-16 Although the field of child and adolescent development seems to be an easy one in which to provide active learning opportunities to students few textbooks currently exist that actually do this   *Developing Vocabulary and Oral Language in Young Children* Rebecca D. Silverman,Anna M. Hartranft,2014-11-18 This book presents the most effective instructional strategies for promoting vocabulary growth in the early grades when the interdependence of word learning and oral language development is especially strong The authors guide teachers in choosing the best materials and in fostering home school connections and share six key principles for building vocabulary Included are guiding questions text boxes connecting vocabulary to the Common Core State Standards examples from real teachers reproducible checklists rubrics and other tools and an appendix of additional vocabulary resources Purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1 2 x 11 size   **Computational Modeling of Human Language Acquisition** Afra Alishahi,2010-10-10 Human language acquisition has been studied for centuries but using computational modeling for such studies is a relatively recent trend However computational approaches to language learning have become increasingly popular mainly due to advances in developing machine learning techniques and the availability of vast collections of experimental data on child language learning and child adult interaction Many of the existing computational models attempt to study the complex task of learning a language under cognitive plausibility criteria such as memory and processing limitations that humans face and to explain the developmental stages observed in children By simulating the process of child language learning computational models can show us which linguistic representations are learnable from the input that children have access to and which mechanisms yield the same patterns of behaviour that children exhibit during this process In doing so computational modeling provides insight into the plausible mechanisms involved in human language acquisition and inspires the development of better language models and techniques This book provides an overview of the main research questions in the field of human language acquisition It reviews the most commonly used computational frameworks methodologies and resources for modeling child language learning and the evaluation techniques used for assessing these computational models The book is aimed at cognitive scientists who want to become familiar with the available computational methods for investigating problems related to human language acquisition as well as computational linguists who are interested in applying their skills to the study of child language acquisition Different aspects of language learning are discussed in separate chapters including the acquisition of the individual words the general regularities which govern word and sentence form and the associations between form and meaning For each of these aspects the challenges of the task are discussed and the relevant empirical findings on children are summarized Furthermore the existing computational models that attempt to simulate the task under study are reviewed and a number of case studies are presented Table of

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