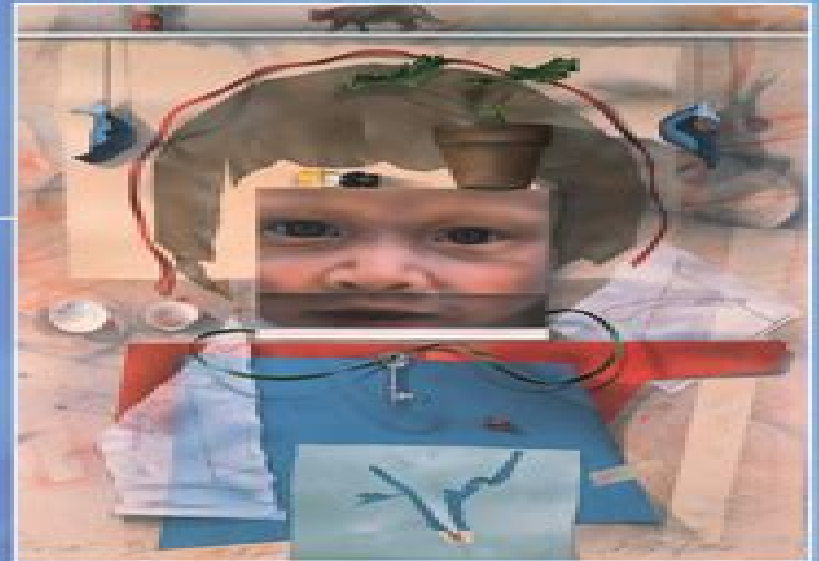


# Language acquisition and conceptual development

Edited by Melissa Bowerman  
and Stephen C. Levinson



# Language Acquisition And Conceptual Development

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## **Language Acquisition And Conceptual Development:**

**Language Acquisition and Conceptual Development** Melissa Bowerman, Stephen C. Levinson, 2001-01-11 Recent years have seen a revolution in our knowledge of how children learn to think and speak In this volume leading scholars from these rapidly evolving fields of research examine the relationship between child language acquisition and cognitive development At first sight advances in the two areas seem to have moved in opposing directions the study of language acquisition has been especially concerned with diversity explaining how children learn languages of widely different types while the study of cognitive development has focused on uniformity clarifying how children build on fundamental presumably universal concepts This book brings these two vital strands of investigation into close dialogue suggesting a synthesis in which the process of language acquisition may interact with early cognitive development It provides empirical contributions based on a variety of languages populations and ages and theoretical discussions that cut across the disciplines of psychology linguistics and anthropology

Language Acquisition and Conceptual Development Melissa Bowerman, Stephen C. Levinson, 2001-01-11 Recent years have seen a revolution in our knowledge of how children learn to think and speak In this volume leading scholars from these rapidly evolving fields of research examine the relationship between child language acquisition and cognitive development At first sight advances in the two areas seem to have moved in opposing directions the study of language acquisition has been especially concerned with diversity explaining how children learn languages of widely different types while the study of cognitive development has focused on uniformity clarifying how children build on fundamental presumably universal concepts This book brings these two vital strands of investigation into close dialogue suggesting a synthesis in which the process of language acquisition may interact with early cognitive development It provides empirical contributions based on a variety of languages populations and ages and theoretical discussions that cut across the disciplines of psychology linguistics and anthropology

Early Category and Concept Development : Making Sense of the Blooming, Buzzing Confusion David H. Rakison Assistant Professor of Psychology Carnegie Mellon University, Lisa M. Oakes Associate Professor of Psychology University of Iowa, 2003-01-09 Whether or not infants earliest perception of the world is a blooming buzzing confusion it is not long before they come to perceive structure and order among the objects and events around them At the core of this process and cognitive development in general is the ability to categorize to group events objects or properties together and to form mental representations or concepts that encapsulate the commonalities and structure of these categories Categorization is the primary means of coding experience underlying not only perceptual and reasoning processes but also inductive inference and language The aim of this book is to bring together the most recent findings and theories about the origins and early development of categorization and conceptual abilities Despite recent advances in our understanding of this area a number of hotly debated issues remain at the center of the controversy over categorization Researchers continue to ask questions such as Which mechanisms for categorization are

available at birth and which emerge later What are the relative roles of perceptual similarity and nonobservable properties in early classification What is the role of contextual variation in categorization by infants and children Do different experimental procedures reveal the same kind of knowledge Can computational models simulate infant and child categorization How do computational models inform behavioral research What is the impact of language on category development How does language partition the world This book is the first to address these and other key questions within a single volume The authors present a diverse set of views representing cutting edge empirical and theoretical advances in the field The result is a thorough review of empirical contributions to the literature and a wealth of fresh theoretical perspectives on early categorization

**Early Category and Concept Development** David H. Rakison, Lisa M. Oakes, 2008-12-30 Whether or not infants' earliest perception of the world is a blooming buzzing confusion it is not long before they come to perceive structure and order among the objects and events around them At the core of this process and cognitive development in general is the ability to categorize to group events objects or properties together and to form mental representations or concepts that encapsulate the commonalities and structure of these categories Categorization is the primary means of coding experience underlying not only perceptual and reasoning processes but also inductive inference and language The aim of this book is to bring together the most recent findings and theories about the origins and early development of categorization and conceptual abilities Despite recent advances in our understanding of this area a number of hotly debated issues remain at the center of the controversy over categorization Researchers continue to ask questions such as Which mechanisms for categorization are available at birth and which emerge later What are the relative roles of perceptual similarity and nonobservable properties in early classification What is the role of contextual variation in categorization by infants and children Do different experimental procedures reveal the same kind of knowledge Can computational models simulate infant and child categorization How do computational models inform behavioral research What is the impact of language on category development How does language partition the world This book is the first to address these and other key questions within a single volume The authors present a diverse set of views representing cutting edge empirical and theoretical advances in the field The result is a thorough review of empirical contributions to the literature and a wealth of fresh theoretical perspectives on early categorization

**The Development of Language** Martyn Barrett, 2016-01-28 This book presents a general overview of our current knowledge of language development in children All the principal strands of language development are covered including phonological lexical syntactic and pragmatic development bilingualism precursors to language development in infancy and the language development of children with developmental disabilities including children with specific language impairment Written by leading international authorities each chapter summarises clearly and lucidly our current state of knowledge and carefully explains and evaluates the theories which have been proposed to account for children's development in that area

*Culture, Thought, and Development* Larry Nucci, Geoffrey B.

Saxe, Elliot Turiel, 2000-10 This volume which brings together eminent social scientists studying the interaction between culture thought and development will be of interest to graduate students and scholars in cultural and developmental psychology education sociology and anth *Perspectives on Language and Language Development* Dorit Diskin Ravid, Hava Bat-Zeev Shyldkrot, 2006-08-25 *Perspectives on Language and Language Development* brings together new perspectives on language discourse and language development in 31 chapters by leading scholars from several countries with diverging backgrounds and disciplines It is a comprehensive overview of language as a rich multifaceted system inspired by the lifework of Ruth A Berman Edited by Dorit Ravid and Hava Bat Zeev Shyldkrot both from Tel Aviv University Israel the book offers state of the art portrayals of linguistic and psycholinguistic phenomena with new insights on the interrelations of language structure discourse theory and the development of language and literacy The volume presents innovative investigations on the interface of language and narrative in a broad range of languages with a section devoted to linguistic studies of Modern Hebrew It traces the development of language and literacy from early childhood through adolescence to maturity in spoken and written contexts and in monolingual as well as multilingual perspectives Linguists psycholinguists discourse scholars cognitive psychologists language teachers education experts and clinicians working in the field of language and discourse will find this book extremely useful both as a textbook and as a source of information **The Routledge Handbook of Second Language Acquisition and Discourse** Brian Paltridge, Matthew T. Prior, 2024-03-29 This state of the art volume offers a comprehensive and accessible examination of perspectives within the field of discourse analysis on the processes and conditions of second language learning teaching and use Led by Brian Paltridge and Matthew T Prior this collection brings together leading global researchers in the field to guide readers through background theories theoretical paradigms methodological issues and pedagogical implications by synthesizing current and past work and setting a future agenda for discourse oriented second language research The book is a critical resource which will be indispensable for scholars and advanced students of applied linguistics second language acquisition education and related fields

**Domains and Directions in the Development of TBLT** Martin Bygate, 2015-11-15 This volume brings together contemporary position statements and research reviews which were originally presented as Plenary Addresses to the Biennial International Conference on Task Based Language Teaching between 2005 and 2013 It thus assembles up to date reflections critiques and recommendations from influential researchers working within the TBLT paradigm over the last 30 years thereby also highlighting most of the major theoretical perspectives so far developed While the plenarists structured their chapters around their original presentations they have been invited to update their thinking as they feel appropriate and in response to recent developments in the field The collection thus offers representative and accessible coverage of a range of approaches to the overall philosophy of TBLT to the relationship between TBLT and the study of second language acquisition and to the development and implementation of TBLT as a comprehensive approach to language education

curriculum and pedagogy      **Concepts and Conceptual Development** Ulric Neisser,1989-03-31 Concepts and Conceptual Development draws together a wide range of theorists to consider many different aspects of the psychology of concepts

**Encyclopedia of Language Development** Patricia J. Brooks,Vera Kempe,2014-03-28 The progression from newborn to sophisticated language user in just a few short years is often described as wonderful and miraculous What are the biological cognitive and social underpinnings of this miracle What major language development milestones occur in infancy What methodologies do researchers employ in studying this progression Why do some become adept at multiple languages while others face a lifelong struggle with just one What accounts for declines in language proficiency and how might such declines be moderated Despite an abundance of textbooks specialized monographs and a couple of academic handbooks there has been no encyclopedic reference work in this area until now The Encyclopedia of Language Development covers the breadth of theory and research on language development from birth through adulthood as well as their practical application Features This affordable A to Z reference includes 200 articles that address such topic areas as theories and research tradition biological perspectives cognitive perspectives family peer and social influences bilingualism special populations and disorders and more All articles signed and authored by key figures in the field conclude with cross reference links and suggestions for further reading Appendices include a Resource Guide with annotated lists of classic books and articles journals associations and web sites a Glossary of specialized terms and a Chronology offering an overview and history of the field A thematic Reader s Guide groups related articles by broad topic areas as one handy search feature on the e Reference platform which includes a comprehensive index of search terms Available in both print and electronic formats Encyclopedia of Language Development is a must have reference for researchers and is ideal for library reference or circulating collections

**Concept Development and the Development of Word Meaning** T. B. Seiler,W. Wannenmacher,2012-12-06 This volume owes its existence to many different sources and influences It is based on a meeting that took place from April 30 to May 2 1982 at the University of Technology in Darmstadt The idea for that meeting came while we were elaborating a research program on concept development and the development of word meaning we were inspired by Werner Deutsch of the Max Planck Institute for Psycholinguistics in Nijmegen The Netherlands and by the Volkswagen Foundation in Hannover Federal Republic of Germany to organize an international conference on the same topic We set out to invite a long list of colleagues and we only regret that not all of them were able to attend This volume should not be viewed as the proceedings of that conference On the one hand it does not include all of the papers presented there and on the other hand some of our colleagues who were unable to attend were nevertheless willing to write contributions Furthermore some who did present papers at the conference revised and reformulated them or even submitted completely new ones for this book We feel however that in the end we have arranged a valuable collection of work in the theory and research of a field that has occupied not only psychologists and linguists but also philosophers anthropologists and many others for a long time      Ten

Lectures on Language, Cognition, and Language Acquisition Melissa Bowerman, 2018-07-17 In her Beijing lectures Melissa Bowerman presents a lucid introduction and account of her research on a range of topics how children acquire the semantics of spatial terms how they construct categories and acquire the semantics of nouns and how they master the semantics of verbs in early language acquisition Bowerman also covers the learning of argument structure and expressions of end state with special attention to the adult speech that guides children and hence also the role of typology in acquisition how cross linguistic variation affects for example how speakers represent cutting and breaking in different languages and the relation of the Whorfian Hypothesis to cross linguistic variations in the semantics of languages Bowerman's over-riding concern throughout is with how children come to master the first language being spoken to them by their parents and caregivers

Perspectives on Language and Thought Susan A. Gelman, James P. Byrnes, 1991-10-25 This book presents current observational and experimental research on the links between thought and language in such children *Encyclopedia of Infant and Early Childhood Development*, 2020-03-13 *Encyclopedia of Infant and Early Childhood Development* Second Edition provides a comprehensive entry point into the existing literature on child development in the fields of psychology genetics neuroscience and sociology Featuring 171 chapters across 3 volumes this work helps readers understand these developmental changes when they occur why they occur how they occur and the factors that influence development Although some medical information is included the emphasis lies mainly in normal growth primarily from a psychological perspective Comprehensive and in depth scholarly articles cover theoretical applied and basic science topics providing an interdisciplinary approach All articles have been completely updated making this resource ideal for a wide range of readers including advanced undergraduate and graduate students researchers and clinicians in developmental psychology medicine nursing social science and early childhood education Cutting edge content that cover the period of neonates to age three Organized alphabetically by topic for ease of reference Provides in depth scholarly articles covering theoretical applied and basic science Includes suggested readings at the end of each article Crosslinguistic Approaches to the Psychology of Language Jiansheng Guo, Elena Lieven, Nancy Budwig, Susan Ervin-Tripp, Keiko Nakamura, Seyda Ozcaliskan, 2010-10-18 This volume covers state of the art research in the field of crosslinguistic approaches to the psychology of language The forty chapters cover a wide range of topics that represent the many research interests of a pioneer Dan Isaac Slobin who has been a major intellectual and creative force in the field of child language development linguistics and psycholinguistics for the past four decades Slobin has insisted on a rigorous crosslinguistic approach in his attempt to identify universal developmental patterns in language learning to explore the effects of particular types of languages on psycholinguistic processes to determine the extent to which universals of language and language behavior are determined by modality vocal auditory vs manual visual and finally to investigate the relation between linguistic and cognitive processes In this volume researchers take up the challenge of the differences between languages to forward research in four major areas with which Slobin has

been concerned throughout his career language learning in crosslinguistic perspective spoken and sign languages the integration of language specific factors in narrative skill theoretical issues in typology language development and language change and the relationship between language and cognition All chapters are written by leading researchers currently working in these fields who are Slobin s colleagues collaborators or former students in linguistics psychology anthropology and cognitive science Each section starts with an introductory chapter that connects the themes of the chapters and reviews Slobin s contribution in the context of past research trends and future directions The whole volume focuses squarely on the central argument universals of human language and of its development are embodied and revealed in its diverse manifestations and utilization Crosslinguistic Approaches to the Study of Language is a key resource for those interested in the range of differences between languages and how this impacts on learning cognition and language change and a tribute to Dan Slobin s momentous contribution to the field

**Blackwell Handbook of Childhood Cognitive Development** Usha Goswami, 2008-04-15 This definitive volume provides state of the art summaries of current research by leading specialists in different areas of cognitive development Forms part of a series of four Blackwell Handbooks in Developmental Psychology spanning infancy to adulthood Covers all the major topics in research and theory about childhood cognitive development Synthesizes the latest research findings in an accessible manner Includes chapters on abnormal cognitive development and theoretical perspectives as well as basic research topics Now available in full text online via xreferplus the award winning reference library on the web from xrefer For more information visit [www.xreferplus.com](http://www.xreferplus.com)

**Working with Bilingual Language Disability** Deirdre M. Duncan, 2013-12-20 The decision to write this book was taken by a group of practising speech therapists who worked with bilingually language handicapped children in the UK They formed a professional interest group called the Specific Interest Group in Bilingualism because of the need felt by speech therapists to have some forum for discussing the challenges posed by the assessment and treatment of the bilingually language handicapped In these regular discussion groups it became clear that similar experiences were encountered by all speech therapists working with these client populations up and down the country They centred on managing the linguistic diversity the need for developmental language information the need for appropriate assessment protocols the recruitment of bilingual staff and appreciating the positive perspective of working in this field In the UK the range of languages is extensive Italian Spanish Portuguese Greek Turkish Polish Ukrainian Hong Kong Chinese Vietnamese Chinese Creole Black English Bengali Gujarati and Panjabi cover the main ethnolinguistic groups In the 1987 ILEA language census over 140 languages were recorded as being spoken in London

**Conceptual Development** Ellen Kofsky Scholnick, Katherine Nelson, Susan A. Gelman, Patricia H. Miller, 1999-04 This volume includes contributions from scholars examining conceptual development in a variety of scientific domains It will be of interest to all who study children s thinking whether from psychological educational or philosophical perspectives

**The Crosslinguistic Study of Language Acquisition** Dan Isaac Slobin, 2014-03-05 In this final volume in the series the



contributors attempt to expand the contexts in which child language has been examined crosslinguistically. The chapters build on themes that have been touched on anticipated and promised in earlier volumes in the series. The study of child language has been situated in the disciplines of psychology and linguistics and has been most responsive to dominant issues in those fields such as nativism and learning, comprehension and production, errors, input and universals of morphology and syntax. The context has primarily been that of the individual child interacting with a parent and deciphering the linguistic code. The code has been generally treated in these volumes as a system of morphology and syntax with little attention to phonology and prosody. Attention has been paid occasionally to the facts that the child is acquiring language in a sociocultural setting and that language is used in contexts of semantic and pragmatic communication. In addition, there has been a degree of attention paid to the interactions between language and cognition in the process of development. As for individual differences between children, they have been discussed in those studies where they could not be avoided, but such variation has rarely been the focus of systematic attention. Differences between individual languages have been of great interest, but these differences have not often been placed in a framework of systematic typological variation. And although languages and their grammars change over time, the focus of attention on the individual child learner has generally led to neglect of explanatory principles that are best found on the level of linguistic diachrony rather than the level of innate ideas or patterns of learning and cognition in the individual child. The chapter authors seek to explore these neglected contexts in more depth.

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