

Language development & individual differences

**A STUDY OF AUXILIARY
VERB LEARNING**



Brian J. Richards

Language Development And Individual Differences

Lois Bloom



Language Development And Individual Differences:

Individual Differences in Language Development Cecilia M. Shore, 1994-11-30 Do all children learn language in the same way Is the apparent fast vs slow language learning rate among children a reflection of the individual child's approach to language acquisition This volume explores the importance that individual differences have in acquiring language and challenges some of the widely held theories of linguistic development Focusing on children ages one to three the author describes characteristic differences in terms of vocabulary grammatical and phonological development and considers whether distinctive styles of language development can be defined In addition the social and cognitive influences that can explain these differences are examined The book concludes with a look at new language theories such as ecological chaos and connectionist approaches and considers what individual differences in development can tell us about the mechanisms of language development Individual Differences in Language Development is invaluable for professionals and researchers in developmental psychology family studies education psychology and communication Cecilia M Shore puts forward an alternative theory on differences in language development and offers an important message on the significance of context in children's early language acquisition The principal theme has significant implications for further research as well as practical implications for teacher trainers teachers and parents Durante's Cecilia M Shore writes in a warm and engaging style It serves her purpose well to put across complex ideas in a clear and unforgettable form The content is right on target Shore covers all the relevant issues in this complex area and her review is right up to date Elizabeth Bates Professor of Psychology and Professor of Cognitive Science University of California San Diego

Understanding Individual Differences in Language Development Across the School Years J. Bruce Tomblin, Marilyn A. Nippold, 2014-03-26 This volume presents the findings of a large scale study of individual differences in spoken and heard language development during the school years The goal of the study was to investigate the degree to which language abilities at school entry were stable over time and influential in the child's overall success in important aspects of development The methodology was a longitudinal study of over 600 children in the US Midwest during a 10 year period The language skills of these children along with reading academic and psychosocial outcomes were measured There was intentional oversampling of children with poor language ability without being associated with other developmental or sensory disorders Furthermore these children could be subgrouped based on their nonverbal abilities such that one group represents children with specific language impairment SLI and the other group with nonspecific language impairment NLI represents poor language along with depressed nonverbal abilities Throughout the book the authors consider whether these distinctions are supported by evidence obtained in this study and which aspects of development are impacted by poor language ability Data are provided that allow conclusions to be made regarding the level of risk associated with different degrees of poor language and whether this risk should be viewed as lying on a continuum The volume will appeal to researchers and professionals with an interest in children's

language development particularly those working with children who have a range of language impairments This includes Speech and Language Pathologists Child Neuropsychologists Clinical Psychologists working in Education as well as Psycholinguists and Developmental Psychologists

Individual Differences in Language Ability and Language Behavior Charles J Fillmore, Daniel Kempler, William S-Y. Wang, 2014-05-10 Individual Differences in Language Ability and Language Behavior is a collection of papers that discusses differences at the center of the study of language specifically on the various dimensions of linguistic ability and behavior along which individuals can differ from each other Papers also review the development of techniques that measure these dimensions in relation to biological psychological and cultural parameters Some papers review individual differences in language study in terms of different perspectives that of a psychometrician's of an individualistic's vantage point and of a psycholinguistic's Other papers discuss how each individual accesses uses and judges his language through fluency biases spatial principles or a linguistic phonetic mode Several papers examine individual differences in language acquisition such as profile analysis strategies in acquisition of sounds second language learning and duplication of adult language system A group of papers addresses the biological aspects of language variation These biological aspects include selective disorders of syntax agrammatism selective disorders of lexical retrieval anomia and cerebral lateralization effects in language processing Certain papers explain individual differences in languages using sociolinguistic analysis The collection is well suited for linguists ethnologists psychologists and researchers whose works involve linguistics learning communications and syntax

New Perspectives on Individual Differences in Language Learning and Teaching Mirosław Pawlak, 2012-04-05 The volume constitutes an attempt to capture the intricate relationship between individual learner differences and other variables which are of interest to theorists researchers and practitioners representing such diverse branches of applied linguistics as psycholinguistics sociolinguistics pragmatics or language teaching methodology It brings together contributions by Polish and international authors including leading experts in the field touching upon changing perspectives on individual variation cognitive affective and social variables learning deficits as well as their impact on learning and teaching It offers a multifaceted perspective on these problems and shows how theory and research can be translated into classroom practice

Individual Differences in Language Development Cecilia M. Shore, 1995 Do all children learn language in the same way Is the apparent fast versus slow learning rate among children a reflection of the individual child's approach to language acquisition This volume explores the importance that individual differences have in language acquisition and challenges some widely held theories of linguistic development Focusing on one to three year old children Cecilia Shore describes characteristic differences in terms of vocabulary grammatical and phonological development She considers whether distinctive styles of language development can be defined and also examines social and cognitive influences that may explain individual differences In conclusion she discusses new language theories

From First Words to Grammar Elizabeth Bates, Inge Bretherton, Lynn Sebestyen Snyder, 1991-09-27 This book is

a comprehensive study of the passage from first words to grammar in a sample of children large enough to permit systematic analysis of individual differences in style and rate of development The authors provide a large body of information about first words and early grammatical development in qualitative and quantitative patterns that are useful not only for researchers in the field but for speech language pathologists and early childhood educators interested in the assessment of early language The results support a unified functionalist approach to language development and have implications for the way we think about the structure and breakdown of language under normal and abnormal conditions

Language Development and Individual Differences Brian J. Richards, 2005-11-24 Brian Richards examines variation in children's early language development with special emphasis on the auxiliary verb He identifies significant variation both in the age and in the stage of emergence of auxiliaries and in the rate style and sequence of subsequent development He relates some of these aspects to a tendency to acquire the auxiliary holistically and others to the quality of interaction with the child's partners in conversation This book will be valuable to all those interested in language acquisition whether linguists psychologists or speech therapists

Language Development James Law, Sheena Reilly, Cristina McKean, 2022 The majority of children acquire language effortlessly but approximately 10% of all children find it difficult especially in the early or preschool years with consequences for many aspects of their subsequent development and experience literacy social skills educational qualifications mental health and employment With contributions from an international team of researchers this book is the first to draw together a series of new analyses of data related to children's language development primarily from large scale nationally representative population studies and to bring a public health perspective to the field The book begins with a section on factors influencing the patterns of language development A second section explores continuity and change in language development over time The third explores the impact on individuals with developmental language disorders DLD the effectiveness of available interventions and broader issues about the need for equity in the delivery of services to those with DLD

The Routledge Handbook of Second Language Acquisition and Individual Differences Shaofeng Li, Phil Hiver, Mostafa Papi, 2022-05-30 The Routledge Handbook of Second Language Acquisition and Individual Differences provides a thorough in depth discussion of the theory research and pedagogy pertaining to the role individual difference ID factors play in second language acquisition SLA It goes beyond the traditional repertoire and includes 32 chapters covering a full spectrum of topics on learners cognitive conative affective and demographic sociocultural variation The volume examines IDs from two perspectives one is how each ID variable is associated with learning behaviors processes and outcomes the other is how each domain of SLA such as vocabulary or reading is affected by clusters of ID variables The volume also includes a section on the common methods used in ID research including data elicitation instruments such as surveys interviews and psychometric testing as well as methods of data analysis such as structural equation modeling The book is a must read for any second language researcher or applied linguist interested in investigating the effects of IDs on language

learning and for any educator interested in taking account of learners individual differences to maximize the effects of second language instruction **Individual Differences in Second Language Learning** Peter Skehan, 2014-04-04

Understanding the way in which learners differ from one another is of fundamental concern to those involved in second language acquisition either as researchers or teachers This account is the first to review at book length the important research into differences considering matters such as aptitude motivation learner strategies personality and interaction between learner characteristics and types of instruction **Social Interaction and the Development of Language and Cognition** Alison Garton, 1995

For students of developmental psychology this book should be a useful reference guide to the main concepts concerned with motherese scaffolding socio cognitive learning and joint problem solving It is also a contribution to the debate on the influence of social behaviour on development **Language Development: Syntax and semantics** Stan A. Kuczaj, 1982

First published in 1981 Routledge is an imprint of Taylor Francis an informa company

Cognitive Individual Differences in Second Language Acquisition Zhisheng (Edward) Wen, Richard L. Sparks, Adriana Biedron, Mark Feng Teng, 2023-04-03 This book presents comprehensive thorough and updated analyses of key cognitive individual difference factors e g age intelligence language aptitude working memory metacognition learning strategies and anxiety as they relate to the acquisition processing assessment and pedagogy of second or foreign languages Critical reviews and in depth research syntheses of these pivotal cognitive learner factors are put into historical and broader contexts drawing upon the multiple authors extensive research experience penetrating insights and unique perspectives spanning applied linguistics teacher training educational psychology and cognitive science The carefully crafted chapters provide essential course readings and valuable references for seasoned researchers and aspiring postgraduate students in the broad fields of instructed second language acquisition foreign language training teacher education language pedagogy educational psychology and cognitive development Language Development and Disorders W. Yule, M. Rutter, 1987

Communication disabilities are common although their precise nature and degree of severity vary greatly among individuals They are among the most handicapping of disabilities because they isolate a person and in so doing restrict social educational and occupational opportunities One of the purposes of this book was to bring together theoretical practical and clinical knowledge from several disciplines that bear on language and communication into some reasonably accessible form The intent is to provide a broad and multi faceted view of language development and language disorders Thus contributions from education linguistics psychology pediatrics psychiatry neurology neuropsychology and speech therapy are included They describe our current knowledge of language development suggest classifications for language pathology outline what is known of the epidemiology of language difficulties consider assessment and therapy alternative communication systems and the impact of the new technology on communication aids The variety of perspectives that it provides will make it particularly useful to the range of specialists who are concerned with the development of communication skills and language disorders

Language Development from Two to Three Lois Bloom, 1993-05-28 The studies in this book cover a range of topics in child language development including acquisition of semantic syntactic relations negation verb inflections questions syntactic connectives complementation causality imitation and discourse contingency Of special interest is the development of verb subcategorization and the importance of action locative epistemic and perception verbs in particular *Language Development from Two to Three* will be of interest to a range of readers in psychology linguistics early childhood education speech and language pathology and second language learning

Heritage Languages at the Crossroads: Cultural Contexts, Individual Differences, and Methodologies Brechje Antonet Van Osch, Alicia Luque, Jason Rothman, Selim Tiryakioğlu, Nadine Kolb, 2025-02-10 This Research Topic focuses on heritage languages at the crossroads by approaching heritage language bilingualism in an interdisciplinary way A language qualifies as a heritage language if it is a minority language spoken at home in a majority language context Any language can be the societal majority language in one context and the heritage language in another While the number of empirical studies on language acquisition and processing in heritage language bilingualism has increased in recent years heritage language bilinguals are an understudied subgroup of bilinguals When examined as adults heritage speaker bilinguals tend to show significant differences in their heritage language performance use and competence grammatical knowledge from one another This variation is particularly unusual because heritage speakers like monolinguals are native speakers of the heritage language

The Routledge Handbook of Second Language Acquisition and Pragmatics Naoko Taguchi, 2019-01-30 The Routledge Handbook of Second Language Acquisition and Pragmatics is a comprehensive critical survey of the field of L2 pragmatics collecting a number of chapters that highlight the key theories methods pedagogies and research findings throughout its development over the last four decades Demonstrating the ways in which pragmatics has long served as a lens through which to examine patterns of L2 development the volume is divided into six parts which reflect the field's structure and evolution Constructs and units of analysis Theoretical approaches Methodological approaches Pedagogical approaches Contexts and individual considerations L2 pragmatics in the global era The handbook has a particular focus on covering not only traditional topics in the field such as constructs of pragmatic competence e.g. speech acts implicature teaching and assessment and pragmatics learning in a study abroad program but also emerging areas of study including interactional pragmatics intercultural pragmatics usage based approaches corpus linguistics and psycholinguistic experimentation Each chapter introduces the topic and follows with a description of its theoretical underpinnings an overview of existing literature appraisal of current practice concluding with a discussion of future directions for research and key readings The Routledge Handbook of Second Language Acquisition and Pragmatics is an essential resource for those with an interest in second language acquisition pragmatics and language teaching

Investigating Attention to Form and Individual Differences: Research with EFL Children María del Pilar García Mayo, *Developmental Language Disorder and Social-Emotional Development*, 2024 *individual Differences in infancy*

John Colombo, Jeffrey Fagen, 2014-02-25 The papers presented in this volume written by active and well known researchers discuss experimental research that has validated the importance of infancy in individual development over the age continuum. In addition a diverse overview section contains informative chapters on conceptual models for individual differences during infancy including individual differences from the perspective of dynamical systems theory, the logic of behavioral genetic designs and their use in the delineation of genetic contributions to individual differences, coverage of basic statistical treatments for individual difference data focussing on cluster analytic techniques.

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