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A functional approach to child language

A study of determiners and reference

ANNETTE KARMILOFF-SMITH

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Annette Karmiloff-Smith

A Functional Approach to Child Language Annette Karmiloff-Smith, 1981-07-30 A critical exposition of Piaget's views on child language and thought The Crosslinguistic Study of Language Acquisition Dan Isaac Slobin, 1985 Relating Events in Narrative, Volume 2 Ludo Verhoeven, Sven Stromgvist, 2004-02-13 Relating Events in Narrative Volume 2 Typological and Contextual Perspectives edited by Sven Str mgvist and Ludo Verhoeven is the much anticipated follow up volume to Ruth Berman and Dan Slobin's successful frog story studies book Relating Events in Narrative A Crosslinguistic Developmental Study 1994 Working closely with Ruth Berman and Dan Slobin the new editors have brought together a wide range of scholars who inspired by the 1994 book have all used Mercer Mayer's Frog Where Are You as a basis for their research The new book which is divided into two parts features a broad linguistic and cultural diversity Contributions focusing on crosslinguistic perspectives make up the first part of the book This part is concluded by Dan Slobin with an analysis and overview discussion of factors of linguistic typology in frog story research. The second part offers a variety of theoretical and methodological perspectives all dealing with contextual variation of narrative construction in a wide sense variation across medium modality speech writing signing genre variation the specific frog story narrative compared to other genres frog story narrations from the perspective of theory of mind and from the perspective of bilingualism and second language acquisition Several of the contributions to the new book manuscript also deal with developmental perspectives but in distinction to the 1994 book that is not the only focused issue The second part is initiated by Ruth Berman with an analysis of the role of context in developing narrative abilities. The new book represents a rich overview and illustration of recent advances in theoretical and methodological approaches to the crosslinguistic study of narrative discourse A red thread throughout the book is that crosslinguistic variation is not merely a matter of variation in form but also in content and aspects of cognition A recurrent perspective on language and thought is that of Dan Slobin's theory of thinking for speaking an approach to cognitive consequences of linguistic diversity The book ends with an epilogue by Herbert Clark Variations on Communication Problems in Autism Eric Schopler, Gary B. Mesibov, 2013-03-09 The North Carolina a Ranarian Theme State Legislature's mandate to Division TEACCH has three major components First to provide the most up to date and cost effective services possible for families with autistic or similar language impaired children second to conduct research aimed toward the better under standing of such devastating disorders and third to provide training for the professionals needed to pursue these goals One element in achieving these aims is to hold annual conferences on topics of special importance to the under standing and treatment of autism and similar disorders In addition to training professionals and parents on the most recent de velopments in each conference topic we are publishing a series Current Issues in Autism based on these conferences These books are not however simply the published proceedings of the conference papers Instead some chapters are expanded conference presentations whereas others come from national and in ternational experts whose work is beyond

the scope of the conference but es sential in our attempt at comprehensive coverage of the conference theme These volumes are intended to provide the most current knowledge and profes sional practice available to us at the time **Development Across Childhood and Adolescence** Ruth Aronson Berman, 2004-01-01 This volume brings together work by scholars with backgrounds in linguistics psycholinguistics developmental psychology education and language pathology As such the book adds psycholinguistic and crosslinguistic perspectives to the clinical and classroom approaches that have dominated the study of later language development Incorporating insights from prior language acquisition research it goes beyond preschool age to consider both isolated utterances and extended discourse conversational interactions and monologic text construction and both written and spoken language use from early school age across adolescence Data from French Hebrew Spanish and Swedish as well as English cover varied domains morphology and lexicon syntax and verb argument structure as well as peer interaction spelling processing of on line writing and reading poetry. The epilogue suggests explanations for the findings documented Across the book the authors show how cognitive and social maturation combines with increased literacy in the path taken by schoolchildren and adolescents towards the flexible deployment of a growing repertoire of lexical elements in varied morpho syntactic constructions and different discourse contexts that constitutes the hallmark of maturely proficient language use Iconicity in Syntax John Haiman, 1985-01-01 The papers in this volume all explore one kind of functional explanation for various aspects of linguistic form iconicity linguistic forms are frequently the way they are because they resemble the conceptual structures they are used to convey or linguistic structures resemble each other because the different conceptual domains they represent are thought of in the same way The papers in Part I of this volume deal with aspects of motivation the ways in which the linguistic form is a diagram of conceptual structure and homologous with it in interesting ways Most of the papers in Part II focus on isomorphism the tendency to associate a single invariant meaning with each single invariant form The papers in Part III deal with the apparent arbitrariness that arises from competing motivations The Handbook of Contemporary Semantic Theory Shalom Lappin, Chris Fox, 2019-02-12 The second edition of The Handbook of Contemporary Semantic Theory presents a comprehensive introduction to cutting edge research in contemporary theoretical and computational semantics Features completely new content from the first edition of The Handbook of Contemporary Semantic Theory Features contributions by leading semanticists who introduce core areas of contemporary semantic research while discussing current research Suitable for graduate students for courses in semantic theory and for advanced researchers as an introduction to current theoretical work An Introduction to Child Language Development Susan H.Foster- Cohen, 2014-06-17 This volume introduces the field of child language development studies and presents hypotheses in an accessible largely non technical language aiming to demonstrate the relationship between these hypotheses and interpretations of data It makes the assumption that having a theory of language development is as important as having reliable data about what children say and understand and it advocates a combination of both

rationalist and more empiricist traditions In fact the author overtly argues that different traditions provide different pieces of the picture and that taking any single approach is unlikely to lead to productive understanding Susan Foster Cohen explores a range of issues including the nature of prelinguistic communication and its possible relationship to linguistic development early stages of language development and how they can be viewed in the light of later developments the nature and role of children's experience with the language's around them variations in language development due to both pathological and non pathological differences between children and in the latter case between the languages they learn later oral language development and literacy. The approach is distinctly psycholinguistic and linguistic rather than sociolinguistic although there is significant treatment of issues which intersect with more sociolinguistic concerns e g literacy language play and bilingualism There are exercises and discussion questions throughout designed to reinforce the ideas being presented as well as to offer the student the opportunity to think beyond the text to ideas at the cutting edge of research The accessible presentation of key issues will appeal to the intended undergraduate readership and will be of interest to those taking courses in language development linguistics developmental psychology educational linguistics and speech pathology The book will also serve as a useful introduction to students wishing to pursue post graduate courses which deal with child language development How tolerant is universal grammar? Rosemarie Tracy, Elsa Lattey, 2011-08-02 Over the past few decades the book series Linguistische Arbeiten Linguistic Studies comprising over 500 volumes has made a significant contribution to the development of linguistic theory both in Germany and internationally The series will continue to deliver new impulses for research and maintain the central insight of linguistics that progress can only be made in acquiring new knowledge about human languages both synchronically and diachronically by closely combining empirical and theoretical analyses To this end we invite submission of high quality linguistic studies from all the central areas of general linguistics and the linguistics of individual languages which address topical questions discuss new data and advance the development of linguistic theory Methods for Studying Language Production Lise Menn, Nan Bernstein Ratner, 1999-10 In this volume language researchers studying morphosyntax the lexicon and pragmatics share and evaluate methods of eliciting and analyzing language production in various populations and settings For all language researchers applied and theoretical

Interfaces in Grammar Jianhua Hu, Haihua Pan, 2019-04-15 This volume is an important contribution to the theoretical and empirical study of the interactions of grammatical components in Chinese and other languages With contributions by Edward L Keenan Henk van Riemsdijk Alain Rouveret and scholars in Chinese Linguistics this volume investigates the common structural properties that may be considered as possible candidates for UG It addresses syntactic and semantic issues such as anaphora universals over non isomorphic languages the role that the forces of attraction and repulsion play in the grammar of natural languages computational and semantic aspects of resumption the dichotomy between inner and outer reflexive adverbials system repairing strategies at interfaces the v copy construction in Chinese the scope of disjunction

interactions between focus negation and event quantification null object constructions and VP Ellipsis child language acquisition of nominal structure word order and referentiality as well as second language acquisition of interface properties in Chinese double NP constructions This volume will be of interest to students and researchers of syntax semantics theoretical linguistics and language acquisition as well as scholars in Chinese linguistics **Handbook of Communication** Disorders Amalia Bar-On, Dorit Ravid, Elitzur Dattner, 2018-04-23 The domain of Communication Disorders has grown exponentially in the last two decades and has come to encompass much more than audiology speech impediments and early language impairment The realization that most developmental and learning disorders are language based or language related has brought insights from theoretical and empirical linguistics and its clinical applications to the forefront of Communication Disorders science The current handbook takes an integrated psycholinguistic neurolinguistic and sociolinguistic perspective on Communication Disorders by targeting the interface between language and cognition as the context for understanding disrupted abilities and behaviors and providing solutions for treatment and therapy Researchers and practitioners will be able to find in this handbook state of the art information on typical and atypical development of language and communication dis abilities across the human lifespan from infancy to the aging brain covering all major clinical disorders and conditions in various social and communicative contexts such as spoken and written language and discourse literacy issues bilingualism and socio economic status **Studies in Romance Languages** Carol Neidle, Rafael A. Nuñez Cedeño, 2010-10-06 No detailed description available for Studies in Romance Languages Referring in a Second Language Jonathon Ryan, Peter Crosthwaite, 2020-03-19 The introduction and tracking of reference to people or individuals known as referential movement is a central feature of coherence and accounts for about every third word of discourse Located at the intersection of pragmatics and grammar reference is now proving a rich and enduring source of insight into second language development The challenge for second language L2 learners involves navigating the selection and positioning of reference in the target language continually shifting and balancing the referential means used to maintain coherence while remaining acutely sensitive to the discourse and social context The present volume focuses on how L2 learners meet that challenge bringing together both eminent and up and coming researchers in the field of L2 acquisition The chapters address a range of problems in second language acquisition SLA e g form function mapping first language L1 influence developmental trajectories and do so in relation to various theoretical approaches to reference e q Accessibility Theory Givenness Hierarchy The global outlook of these studies relates to the L2 acquisition of English French Japanese Korean and Spanish and covers a diverse range of situational contexts including heritage language learning English as a medium of instruction and the development of sociolinguistic competence **Multilingualism and Language Diversity in Urban Areas** Peter Siemund, Ingrid Gogolin, Monika Edith Schulz, Julia Davydova, 2013-05-31 This state of the art volume provides an interdisciplinary overview of current topics and research foci in the areas of linguistic diversity and migration

induced multilingualism and aims to lay the foundations for interdisciplinary work and the development of a common methodological framework for the field Linguistic diversity and migration induced multilingualism are complex mufti faceted phenomena that need to be studied from different complementary perspectives. The volume comprises a total of fourteen contributions from linguistic educationist and urban sociological perspectives and highlights the areas of language acquisition contact and change multilingual identities urban spaces and education Linguistic diversity can be framed as a result of current processes of migration and globalization As such the topic of the present volume addresses both a general audience interested in migration and globalization on a more general level and a more specialized audience interested in the linguistic repercussions of these large scale societal developments The Articulate Mammal Jean Aitchison, 2007-09-12 An established bestseller The Articulate Mammal is a concise and highly readable introduction to the main topics in psycholinguistics This fifth edition brings the book up to date with recent theories including new material on the possibility of a language gene post Chomskyan ideas language within an evolutionary framework spatial cognition and how this affects language how children become acclimatized to speech rhythms before birth the acquisition of verbs construction and cognitive grammar aphasia and dementia Requiring no prior knowledge of the subject chapter by chapter The Articulate Mammal tackles the basic questions central to the study of psycholinguistics Jean Aitchison investigates these issues with regard to animal communication child language and the language of adults and includes in the text full references and helpful suggestions for further reading **The Essential Child** Susan A. Gelman, 2005-04-21 Essentialism is the idea that certain categories such as dog man or intelligence have an underlying reality or true nature that gives objects their identity Where does this idea come from In this book Susan Gelman argues that essentialism is an early cognitive bias Young children s concepts reflect a deep commitment to essentialism and this commitment leads children to look beyond the obvious in many converging ways when learning words generalizing knowledge to new category members reasoning about the insides of things contemplating the role of nature versus nurture and constructing causal explanations Gelman argues against the standard view of children as concrete or focused on the obvious instead claiming that children have an early powerful tendency to search for hidden non obvious features of things She also attacks claims that children build up their knowledge of the world based on simple associative learning strategies arguing that children's concepts are embedded in rich folk theories Parents don t explicitly teach children to essentialize instead during the preschool years children spontaneously construct concepts and beliefs that reflect an essentialist bias Essentialist accounts have been offered in one form or another for thousands of years extending back at least to Aristotle and Plato Yet this book is the first to address the issues surrounding essentialism from a psychological perspective Gelman synthesizes over 15 years of empirical research on essentialism into a unified framework and explores the broader lessons that the research imparts concerning among other things human concepts children s thinking and the ways in which language influences thought This volume will appeal to

developmental cognitive and social psychologists as well as to scholars in cognitive science and philosophy The **Acquisition of French** Philippe Prévost, 2009 This book presents a thorough description of morphosyntactic knowledge developed by learners of French in four different learning situations first language L1 acquisition second L2 language acquisition bilingualism and acquisition by children with Specific Language Impairment within the theoretical framework of generative grammar This approach allows for multiple comparisons across acquisition contexts which provides the reader with invaluable insights into the nature of the acquisition process. The book is divided into four parts each dealing with a major morphosyntactic domain of acquisition the verbal domain the pronominal domain the nominal domain and the CP domain Each part contains four chapters the first one presenting an overview of the basic facts and analyses of the relevant properties of French and the next three focusing on the different acquisition contexts This book will be useful to anyone interested in the acquisition of French and in language development in general It is also meant to stimulate cross linguistic research from a theoretical perspective Language Awareness in the Classroom Carl James, Peter Garrett, Christopher N. Candlin, 2014-06-06 Language Awareness in the Classroom addresses the central educational question of the impact that explicit language knowledge has on learning and language learning A substantial Introduction defines the issues and key concepts and relates them to contemporary educational policy and practice in Europe and internationally The papers are organised into four thematic sections the extent and nature of language awareness in teacher education school based language awareness programmes tertiary education initiatives and modes of evaluation of language awareness programmes

The Oxford Handbook of Reference Jeanette Gundel, Barbara Abbott, 2019-02-07 This handbook presents an overview of the phenomenon of reference the ability to refer to and pick out entities which is an essential part of human language and cognition In the volume s 21 chapters international experts in the field offer a critical account of all aspects of reference from a range of theoretical perspectives Chapters in the first part of the book are concerned with basic questions related to different types of referring expression and their interpretation They address questions about the role of the speaker including speaker intentions and of the addressee as well as the role played by the semantics of the linguistic forms themselves in establishing reference This part also explores the nature of such concepts as definite and indefinite reference and specificity and the conditions under which reference may fail The second part of the volume looks at implications and applications with chapters covering such topics as the acquisition of reference by children the processing of reference both in the human brain and by machines The volume will be of interest to linguists in a wide range of subfields including semantics pragmatics computational linguistics and psycho and neurolinguistics as well as scholars in related fields such as philosophy and computer science

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