

The Development Of Word Meaning Progress In Cognitive Development Research

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Explore the critical progress in understanding how word meaning develops within the broader scope of cognitive development research. This area investigates the intricate processes of language acquisition, shedding light on the mechanisms by which children form and expand their vocabulary as their cognitive abilities mature.

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The Development of Word Meaning

For some time now, the study of cognitive development has been far and away the most active discipline within developmental psychology. Although there would be much disagreement as to the exact proportion of papers published in developmental journals that could be considered cognitive, 50% seems like a conservative estimate. Hence, a series of scholarly books devoted to work in cognitive development is especially appropriate at this time. The Springer Series in Cognitive Development contains two basic types of books, namely, edited collections of original chapters by several authors, and original volumes written by one author or a small group of authors. The flagship for the Springer Series is a serial publication of the "advances" types, carrying the sub title Progress in Cognitive Development Research. Each volume in the Progress sequence is strongly thematic, in that it is limited to some well-defined domain of cognitive-developmental research (e. g. , logical and mathematical development, development of learning). All Progress volumes will be edited collections. Editors of such collections, upon consultation with the Series Editor, may elect to have their books published either as contributions to the Progress sequence or as separate volumes. All books written by one author or a small group of authors are being published as separate volumes within the series. A fairly broad definition of cognitive development is being used in the selection of books for this series.

Verbal Processes in Children

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Children's Logical and Mathematical Cognition

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Basic Processes in Memory Development

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Cognitive Learning and Memory in Children

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Recent Advances in Cognitive-Developmental Theory

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The Social and Cognitive Aspects of Normal and Atypical Language Development

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Memory Development Between 2 and 20

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Language in Cognitive Development

This book discusses the role of language as a cognitive and communicative tool in a child's early development.

Crib Speech and Language Play

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Biological and Behavioral Determinants of Language Development

This book presents a current, interdisciplinary perspective on language requisites from both a biological/comparative perspective and from a developmental/learning perspective. Perspectives regarding language and language acquisition are advanced by scientists of various backgrounds -- speech, hearing, developmental psychology, comparative psychology, and language intervention. This unique volume searches for a rational interface between findings and perspectives generated by language studies with humans and with chimpanzees. Intended to render a reconsideration as to the essence of language and the requisites to its acquisition, it also provides readers with perspectives defined by various revisionists who hold that language might be other than the consequence of a mutation unique to humans and might, fundamentally, not be limited to speech.

Formal Methods in Developmental Psychology

Current and comprehensive, Formal Methods in Developmental Psychology reviews and explains the advantages and details of recent methodological advances in developmental psychology. The latest progress in the use of mathematical and computer-based tools in the formulation of theories and data analysis are discussed. Individual chapters describe different approaches to computer simulation and to mathematical modeling, as well as the use of these models in a number of substantive areas including infant vision, perception of intelligence, spatial knowledge, and memory processes. This unique contribution to the "Springer Series in Cognitive Development" allows the reader a better understanding of the many forms of modeling through explicit descriptions of the steps involved in the use of various methods.

Children's Counting and Concepts of Number

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Children's Language

First Published in 1994. Routledge is an imprint of Taylor & Francis, an informa company.

Action Meets Word

Although there has been a surge in our understanding of children's vocabulary growth, theories of word learning lack a primary focus on verbs and adjectives. Researchers throughout the world recognize how our understanding of language acquisition can be at best partial if we cannot comprehend how verbs are learned. This volume represents a proliferation of research on the frontier of early verb learning, enhancing our understanding of the building blocks of language and considering new ways to assess key aspects of language growth.

Representation, Memory, and Development

A festschrift to honor Jean Mandler, this volume contains contributions from leading scholars focusing on the child's development of memory, visual representation, and language. It is appropriate for students and researchers in cognitive psychology, language acquisition, and memory.

Early Childhood Mathematics Education Research

This important new book synthesizes relevant research on the learning of mathematics from birth into the primary grades from the full range of these complementary perspectives. At the core of early math experts Julie Sarama and Douglas Clements's theoretical and empirical frameworks are learning trajectories—detailed descriptions of children's thinking as they learn to achieve specific goals in a mathematical domain, alongside a related set of instructional tasks designed to engender those mental processes and move children through a developmental progression of levels of thinking. Rooted in basic issues of thinking, learning, and teaching, this groundbreaking body of research illuminates foundational topics on the learning of mathematics with practical and theoretical implications for all ages. Those implications are especially important in addressing equity concerns, as understanding the level of thinking of the class and the individuals within it, is key in serving the needs of all children.

Socioemotional Development in the Toddler Years

This volume explores the key developmental transitions that take place as 1- to 3-year-olds leave infancy behind and begin to develop the social and emotional knowledge, skills, and regulatory abilities of early childhood. Leading investigators examine the multiple interacting factors that lead to socioemotional competence in this pivotal period, covering both typical and atypical development. Presented is innovative research that has yielded compelling insights into toddlers' relationships, emotions, play, communication, prosocial behavior, self-control, autonomy, and attempts to understand themselves and others. The final chapter presents a systematic framework for socioemotional assessment.

The Lexicon in Acquisition

Without words, children can't talk about people, places, things, actions, relations, or states, and they have no grammatical rules. Without words, there would be no sound structure, no word structure, and no syntax. The lexicon is central in language, and in language acquisition. Eve Clark argues for this centrality and for the general principles of conventionality and contrast at the core of language acquisition. She looks at the hypotheses children draw on about possible word meanings, and how they map their meanings on to forms. The book is unusual in dealing with data from a wide variety of languages, in its emphasis on the general principles children rely on as they analyse complex word forms, and in the broad perspective it takes on lexical acquisition.

Words, Thoughts, and Theories

Words, Thoughts, and Theories articulates and defends the "theory theory" of cognitive and semantic development, the idea that infants and young children, like scientists, learn about the world by forming and revising theories, a view of the origins of knowledge and meaning that has broad implications for cognitive science. Gopnik and Meltzoff interweave philosophical arguments and empirical data from their own and other's research. Both the philosophy and the psychology, the arguments and the data, address the same fundamental epistemological question: How do we come to understand the world around us? Recently, the theory theory has led to much interesting research. However, this is the first book to look at the theory in extensive detail and to systematically contrast it with other theories. It is also the first to apply the theory to infancy and early childhood, to use the theory to provide a framework for understanding semantic development, and to demonstrate that language acquisition influences theory change in children. The authors show that children just beginning to talk are engaged in profound restructurings of several domains of knowledge. These restructurings are similar to theory changes in science, and they influence children's early semantic development, since children's cognitive concerns shape and motivate their use of very early words. But, in addition, children pay attention to the language they hear around them and this too reshapes their cognition, and causes them to reorganize their theories.

Beyond Names for Things

Most research on children's lexical development has focused on their acquisition of names for concrete objects. This is the first edited volume to focus specifically on how children acquire their early verbs.

Verbs are an especially important part of the early lexicon because of the role they play in children's emerging grammatical competence. The contributors to this book investigate: * children's earliest words for actions and events and the cognitive structures that might underlie them, * the possibility that the basic principles of word learning which apply in the case of nouns might also apply in the case of verbs, and the role of linguistic context, especially argument structure, in the acquisition of verbs. A central theme in many of the chapters is the comparison of the processes of noun and verb learning. Several contributors make provocative suggestions for constructing theories of lexical development that encompass the full range of lexical items that children learn and use.

The Wiley Handbook on the Cognitive Neuroscience of Learning

The Wiley Handbook on the Cognitive Neuroscience of Learning charts the evolution of associative analysis and the neuroscientific study of behavior as parallel approaches to understanding how the brain learns that both challenge and inform each other. Covers a broad range of topics while maintaining an overarching integrative approach Includes contributions from leading authorities in the fields of cognitive neuroscience, associative learning, and behavioral psychology Extends beyond the psychological study of learning to incorporate coverage of the latest developments in neuroscientific research

The Psychology of Language

Now in full colour, this fully revised edition of the best-selling textbook provides an up-to-date and comprehensive introduction to the psychology of language for undergraduates, postgraduates, and researchers. It contains everything the student needs to know about how we acquire, understand, produce, and store language. Whilst maintaining both the structure of the previous editions and the emphasis on cognitive processing, this fourth edition has been thoroughly updated to include: the latest research, including recent results from the fast-moving field of brain imaging and studies updated coverage of key ideas and models an expanded glossary more real-life examples and illustrations. The Psychology of Language, Fourth Edition is praised for describing complex ideas in a clear and approachable style, and assumes no prior knowledge other than a grounding in the basic concepts of cognitive psychology. It will be essential reading for advanced undergraduate and graduate students of cognition, psycholinguistics, or the psychology of language. It will also be useful for those on speech and language therapy courses. The book is supported by a companion website featuring a range of helpful supplementary resources for both students and lecturers.

Young Minds in Social Worlds

Katherine Nelson re-centers developmental psychology with a revived emphasis on development and change, rather than foundations and continuity. She argues that children be seen not as scientists but as members of a community of minds, striving not only to make sense, but also to share meanings with others. A child is always part of a social world, yet the child's experience is private. So, Nelson argues, we must study children in the context of the relationships, interactive language, and culture of their everyday lives. Nelson draws philosophically from pragmatism and phenomenology, and empirically from a range of developmental research. Skeptical of work that focuses on presumed innate abilities and the close fit of child and adult forms of cognition, her dynamic framework takes into account whole systems developing over time, presenting a coherent account of social, cognitive, and linguistic development in the first five years of life. Nelson argues that a child's entrance into the community of minds is a slow, gradual process with enormous consequences for child development, and the adults that they become. Original, deeply scholarly, and trenchant, *Young Minds in Social Worlds* will inspire a new generation of developmental psychologists.

Learning Through Language in Early Childhood

Language is a child's major tool for learning about the world. Through the taken-for-granted interactions of everyday conversation, a child not only learns the mother tongue, but uses it as a resource for thinking and reasoning. This book presents a rich naturalistic case study of one child's use of language from two-and-a-half to five years, drawing on systemic functional theory to argue that cognitive development is essentially a linguistic process and offering a new description and interpretation of linguistic and cognitive developments during this period. The case study examines the child's changing language in terms of its role in interpreting four key domains of experience - the world of things, the world of events, the world of semiosis (including the inner world of cognition) and the construal of cause and effect. It

shows how new linguistic possibilities constitute developments in cognitive resources and prepare the child for later learning in school.

Children's Counting and Concepts of Number

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Movement and Action in Learning and Development

This book presents theories and clinical practices for dealing with children diagnosed with pervasive developmental disability or PDD. These are children who have a wide range of disabilities that affect their participation in even the most routine events of daily life, such as eating, dressing, bathing, and so on. Unlike many who are diagnosed with classic autism, however, these children seem to have normal social behavior, normal physical appearance, the ability to learn, hear, see, and move their bodies at will-in other words, none of the well-known reasons that cause autistic and other children to develop differently. These children have the use of all their senses, but their brains are unable to process the information that is fed through them. While much new research is being done in genetics and neurobiology to explain why something in these children has gone fundamentally wrong with their development, clinicians and therapists who deal with them on a daily basis have needed to develop practical therapies based on how the children react to their environments. Movement and Action in Learning and Development suggests that when therapists plan treatment strategies, children's experiences and interactions with the world should be given the same consideration as the limits of their biological makeups. Too often children diagnosed with PDD are lumped into therapy groups for the classically autistic, where the focus tends to be on the distance senses-hearing and vision. Case studies presented in the first half of the book suggest that for children with PDD, there is a disconnect between the brain and the tactile-kinesthetic senses that involve body movement and physical interaction with the world. Movement, in turn, seems to be connected to perception, interpretation of the world around, and ultimately, the acquisition of knowledge. For children with PDD, "normal" learning seems to be limited not only by their tactile-kinesthetic sense but also by the lack of collaboration between all the senses. The second half of the book demonstrates how these new theories translate into clinical practices.

Children's Logical and Mathematical Cognition

Aims to create a bridge across cognitive development and cognitive aging. This volume studies the rise and fall of specific cognitive functions, such as attention, executive functioning, memory, working memory, representations, and individual differences to find ways in which the study of development and decline converge on common mechanisms.

Lifespan Cognition

Table of contents

First Language Acquisition

First multi-year cumulation covers six years: 1965-70.

Current Catalog

Is children's language acquisition based on innate linguistic structures or built from cognitive and communicative skills? This book summarises the major theoretical debates in all of the core domains of child language acquisition research (phonology, word-learning, inflectional morphology, syntax and binding) and includes a complete introduction to the two major contrasting theoretical approaches: generativist and constructivist. For each debate, the predictions of the competing accounts are closely and even-handedly evaluated against the empirical data. The result is an evidence-based review of the central issues in language acquisition research that will constitute a valuable resource for students, teachers, course-builders and researchers alike.

National Library of Medicine Current Catalog

A cross-linguistic study of grammatical morphemes expressing spatial relationships that discusses the relationship between the way human beings experience space and the way it is encoded grammatically in language. The discussion of the similarities and differences among languages in the encoding and expression of spatial relations centers around the emergence and evolution of spatial grams, and the semantic and morphosyntactic characteristics of two types of spatial grams. The author bases her observations on the study of data from 26 genetically unrelated and randomly selected languages. It is shown that languages are similar in the way spatial grams emerge and evolve, and also in the way specific types of spatial grams are used to express not only spatial but also temporal and other non-spatial relations. Motivation for these similarities may lie in the way we, as human beings, experience the world, which is constrained by our physical configuration and neurophysiological apparatus, as well as our individual cultures.

Child Language Acquisition

Causative change-of-state verbs like 'to open', 'to fill', and 'to wake' are central to both recent theories of grammatical development and theories of lexical structure. This book focuses on how German-speaking children learn the meaning of change-of-state verbs. It offers a thorough characterization of the acquisition of German, embedded in a crosslinguistic perspective. The author provides a comprehensive review of the acquisition literature on that topic and introduces a new account as to how the meaning of these verbs can be learned. The empirical backbone of the investigation are a set of carefully designed experimental studies.

The Grammar of Space

This collected volume presents radically new directions which are emerging in cognitive lexical semantics research. A number of papers re-ignite the polysemy vs. monosemy debate, and testify to the fact that polysemy is no longer simply taken for granted, but is currently a much more contested issue than it was in the 1980s and 1990s. Other papers offer fresh perspectives on the prototype structure of lexical categories, while generally accepted notions about the radial network structure of categories are questioned in papers on the development of word meaning in child language acquisition and in diachrony. Additional topics include the interaction of lexical and constructional meaning, and the relationship between word meanings and the contexts in which the words are encountered. This book is of interest to semanticists and cognitive linguists, as well as to scholars working in the broader field of cognitive science.

Learning the meaning of change-of-state verbs

This book examines the role of experience-based learning on children's acquisition of language and concepts. It reviews, compares, and contrasts accounts of how the opportunity to recognize and generalize patterns influences learning. The book offers the first systematic integration of three highly influential research traditions in the domains of language and concept acquisition: Statistical Learning, Structural Alignment, and the Bayesian learning perspective. Chapters examine the parameters that constrain learning, address conditions that optimize learning, and offer explanations for cases in which implicit exemplar-based learning fails to occur. By exploring both the benefits and challenges children face as they learn from multiple examples, the book offers insight on how to better able to understand children's early unsupervised learning about language and concepts. Topics featured in this book include: Competing models of statistical learning and how learning might be constrained by infants' developing cognitive abilities. How experience with multiple exemplars helps infants understand space

and other relations. The emergence of category-based inductive reasoning during infancy and early childhood. How children learn individual verbs and the verb system over time. How statistical learning leads to aggregation and abstraction in word learning. Mechanisms for evaluating others' reliability as sources of knowledge when learning new words. The Search for Invariance (SI) hypothesis and its role in facilitating causal learning. Language and Concept Acquisition from Infancy Through Childhood is an essential resource for researchers, clinicians and related professionals, and graduate students in infancy and early child development, applied linguistics, language education, child, school, and developmental psychology and related mental health and education services.

Cognitive Approaches to Lexical Semantics

Language and Concept Acquisition from Infancy Through Childhood