

NAMES FOR THINGS

A Study of Human Learning



JOHN MACNAMARA

Names For Things A Study Of Human Learning

M. Gareth Gaskell, Gerry Altmann



Names For Things A Study Of Human Learning:

Names of the Things John Theodore Macnamara, 1984 *Names for Things* John Theodore Macnamara, 1982 *The Oxford Handbook of Psycholinguistics* M. Gareth Gaskell, Gerry Altmann, 2007 The Oxford Handbook of Psycholinguistics brings together the views of 75 leading researchers in psycholinguistics to provide a comprehensive and authoritative review of the current state of the art in psycholinguistics With almost 50 chapters written by experts in the field the range and depth of coverage is unequalled **Words, Thoughts, and Theories** Alison Gopnik, Andrew N. Meltzoff, 1998-09-01 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 *Early Word Learning* Gert Westermann, Nivedita Mani, 2017-11-10 Early Word Learning explores the processes leading to a young child learning words and their meanings Word learning is here understood as the outcome of overlapping and interacting processes starting with an infant s learning of native speech sounds to segmenting proto words from fluent speech mapping individual words to meanings in the face of natural variability and uncertainty and developing a structured mental lexicon Experts in the field review the development of early lexical acquisition from empirical computational and theoretical perspectives to examine the development of skilled word learning as the outcome of a process that begins even before birth and spans the first two years of life Drawing on cutting edge research in infant eye tracking neuroimaging techniques and computational modelling this book surveys the field covering both established results and the most recent advances in word learning research Featuring chapters from international experts whose research approaches the topic from these diverse perspectives using different methodologies this book provides a comprehensive yet coherent and unified representation of early word learning It will be invaluable for both undergraduate and postgraduate courses in early language development as well as being of interest to researchers

interested in lexical development

Handbook of Categorization in Cognitive Science Henri Cohen, Claire

Lefebvre, 2017-06-03 Handbook of Categorization in Cognitive Science Second Edition presents the study of categories and the process of categorization as viewed through the lens of the founding disciplines of the cognitive sciences and how the study of categorization has long been at the core of each of these disciplines The literature on categorization reveals there is a plethora of definitions theories models and methods to apprehend this central object of study The contributions in this handbook reflect this diversity For example the notion of category is not uniform across these contributions and there are multiple definitions of the notion of concept Furthermore the study of category and categorization is approached differently within each discipline For some authors the categories themselves constitute the object of study whereas for others it is the process of categorization and for others still it is the technical manipulation of large chunks of information Finally yet another contrast has to do with the biological versus artificial nature of agents or categorizers Defines notions of category and categorization Discusses the nature of categories discrete vague or other Explores the modality effects on categories Bridges the category divide calling attention to the bridges that have already been built and avenues for further cross fertilization between disciplines

Handbook of Child Language Acquisition Tej K. Bhatia, William C. Ritchie, 2023-11-27

What allows children to acquire language so effortlessly with such speed and with such amazing accuracy Capitalizing on the most recent developments in linguistics and cognitive psychology this volume sheds new light on the what why and how of the child's ability to acquire one or more languages The Handbook is one of a kind in a number of respects It includes state of the art treatments of acquisition from a variety of theoretical viewpoints ranging from functionalist approaches and the implications of the creolization of languages for the study of acquisition to the relevance of Chomsky's Minimalist Program It contains overviews of the acquisition of all components of linguistic structure treats the acquisition of the sign languages of the deaf and discusses the specific problems of bilingual acquisition This handbook addresses the following questions Is the capacity for language acquisition constant throughout the career of the language learner that is is it continuous or does that capacity change in significant ways as the learner matures Is the language capacity a separate module of the mind or does it follow from general all purpose cognitive capacities What is innate in language acquisition and what is acquired on the basis of experience What research methodological issues arise in the study of child language acquisition How might input from the language or languages of the environment including visual gestural input in the case of the sign languages of the deaf affect the process and result of acquisition and How are the facts of non normal acquisition to be explained

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

The Proceedings of the 24th Annual Child Language Research Forum Eve V.

Clark,1993-03 This volume presents research in the field of first language acquisition discussed at the 1993 meeting of the Child Language Research Forum The contributors are Maria A Alegre Ursula Bellugi Jeffrey G Bettger Paul Bloom Melissa Bowerman Ursula Brinkmann Penelope Brown Nancy Budwig Joan Bybee Alice Shuk yee Cheung Soonja Choi Patricia Clancy Stephen Crain William Croft Cynthia Crosser Peter Culicover Eve Danziger Sonja Eisenbeiss Karen Emmorey Susan Ervin Tripp Claire Foley Dicky G Gilbers Adele E Goldberg Alison Gopnik Peter Gordon Susan A Graham Jiansheng Guo D Geoffrey Hall Alison Henry James H Hoeffner Qian Hu Tara Jackson Catalina Johnson Shyam Kapur Bonita P Klein Edward S Klima Amy Kyratzis Marie Labelle Barbara Landau Thomas Hun tak Lee Barbara Lust Rachel I Mayberry James L McClelland Zelmira Nez del Prado Dominique Nouveau Diane Poulin Dubois Lisa Riche Nancy Soja Susan Toth Sadjadi Andrew Chung yee Tse and Klarien J van der Linde

Categorization and Naming in Children Ellen M. Markman,1989

In this landmark work on early conceptual and lexical development Ellen Markman challenges the fundamental assumptions of traditional theories of language acquisition and proposes a new notion of how children acquire categories

Theory and Typology of

Proper Names Willy Van Langendonck,2008-08-22 This book proposes a new synthesis of the functions of proper names from a semantic pragmatic and syntactic perspective Proper names are approached constructionally distinguishing prototypical uses from more marked ones such as those in which names are used as common nouns Since what is traditionally regarded as the class of names turns out to be only one possible function of name forms though a prototypical one the notion of proprial lemma is introduced as the concept behind both proprial and appellative uses of such categories as place names and personal names New formal arguments are adduced to distinguish proper name function from common noun or pronoun function The special status of proper names is captured in a unified pragmatic semantic syntactic theory a proper name denotes a unique entity at the level of langue to make it psychosocially salient within a given basic level category The meaning of the name if any does not determine its denotation An important formal reflection of this characterization of names is their ability to appear in such close appositional constructions as the poet Burns or Fido the dog The neurolinguistic finding that proper names constitute a separate category is introduced and interpreted within a general

linguistic frame of reference The different kinds of meanings associated with names categorical associative emotive and grammatical are shown to be presuppositional in nature In addition the book proposes an entirely new classification of proper names as forming a continuum ranging from prototypical personal and place names to nonprototypical categories brand and language names to citations and autonyms and a new diachronic classification of family names and nicknames This book fills an important gap in the current literature because the most recent linguistic book in English on name theory dates back to 1973 It is explicitly interdisciplinary taking into account linguistic philosophical neurolinguistic sociolinguistic and dialect geographical aspects of proper names *Becoming a Word Learner* Roberta Michnick Golinkoff, Kathryn

Hirsh-Pasek, Lois Bloom, Linda B. Smith, Amanda L. Woodward, Nameera Akhtar, Michael Tomasello, George Hollich, 2000-11-02 Language acquisition is a contentious field of research occupied by cognitive and developmental psychologists linguists philosophers and biologists Perhaps the key component to understanding how language is mastered is explaining word acquisition At twelve months an infant learns new words slowly and laboriously but at twenty months he or she acquires an average of ten new words per day How can we explain this phenomenal change A theory of word acquisition will not only deepen our understanding of the nature of language but will provide real insight into the workings of the developing mind In the latest entry in Oxford's Counterpoints series Roberta Golinkoff and Kathryn Hirsh-Pasek will present competing word acquisition theories that have emerged in the past decade Each theory will be presented by the pioneering researcher Contributors will include Lois Bloom of Columbia University Linda Smith of Indiana University Amanda Woodward of the University of Chicago Nameera Akhtar of the University of California Santa Cruz and Michael Tomasello of the Max Planck Institute The editors will provide introductory and summary chapters to help assess each theoretical model Roberta Golinkoff has been the director of The Infant Language Project at the University of Delaware since 1974 For the past decade she has collaborated with Kathryn Hirsh-Pasek of Temple University to solve the question of language acquisition in children

Language Acquisition and Development Misha Becker, Kamil Ud Deen, 2020-03-10 An introduction to the study of children's language development that provides a uniquely accessible perspective on generative universal grammar based approaches How children acquire language so quickly easily and uniformly is one of the great mysteries of the human experience The theory of Universal Grammar suggests that one reason for the relative ease of early language acquisition is that children are born with a predisposition to create a grammar This textbook offers an introduction to the study of children's acquisition and development of language from a generative universal grammar based theoretical perspective providing comprehensive coverage of children's acquisition while presenting core concepts crucial to understanding generative linguistics more broadly After laying the theoretical groundwork including consideration of alternative frameworks the book explores the development of the sound system of language children's perception and production of speech sound examines how words are learned lexical semantics and how words are formed morphology investigates sentence structure syntax

including argument structure functional structure and tense considers such nontypical circumstances as acquiring a first language past infancy and early childhood without the abilities to hear or see and with certain cognitive disorders and studies bilingual language acquisition both simultaneously and in sequence Each chapter offers a summary section suggestions for further reading and exercises designed to test students understanding of the material and provide opportunities to practice analyzing children s language Appendixes provide charts of the International Phonetic Alphabet with links to websites that allow students to listen to the sounds associated with these symbols and a summary of selected experimental methodologies

Memory for Proper Names Gillian Cohen, Deborah M. Burke, 1993 This special issue brings together studies that analyse the nature of retrieval failure for proper names and evaluate whether a common memory system can adequately account for the representation and retrieval of both proper and common names

Semantics in Language Acquisition Kristen Syrett, Sudha Arunachalam, 2018-08-02 This volume presents the state of the art of recent research on the acquisition of semantics Covering topics ranging from infants initial acquisition of word meaning to the more sophisticated mapping between structure and meaning in the syntax semantics interface and the relation between logical content and inferences on language meaning semantics and pragmatics the papers in this volume introduce the reader to the variety of ways in which children come to realize that semantic content is encoded in word meaning for example in the event semantics of the verbal domain or the scope of logical operators and at the level of the sentence which requires the composition of semantic meaning The authors represent some of the most established and promising researchers in this domain demonstrating collective expertise in a range of methodologies and topics relevant to the acquisition of semantics This volume will serve as a valuable resource for students and faculty and junior and seasoned researchers alike

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

The Proceedings of the 27th Annual Child Language Research Forum Eve V. Clark, 1995 Since its inception in 1967 the Forum has provided an informal but critical setting for the presentation of new ideas and research on first language acquisition The Forum itself is sponsored by the Linguistics Department at Stanford and is organised by

graduate students In this volume the contributors explore their findings in language acquisition in a variety of the world s languages The papers presented here reflect the diversity of interests in the field and the range of languages being studied This volume makes an empirical as well as a theoretical contribution to linguistic research Conceptions of Development D.J. Lewkowicz,R. Lickliter,2018-10-24 This is a volume about the process of scientific discovery Thirteen leading senior scientists each interested in some aspect of behaviorial development recount their intellectual journeys over the course of their careers and document their individual struggles to better understand and describe various developmental phenomena Covering a broad range of topics including perceptual motor social and cognitive development the contributors to this volume provide case studies of how one pursues a long term systematic research program and how scientists continually formulate and reformulate their working conceptual frameworks based on their research results *Conceptions of Development* provides a unique and personal behind the scenes account of the process of scientific discovery illustrating that useful and enduring scientific insight derives from the bidirectional interplay between empirical work and theory formulation This volume will be of interest to a broad audience consisting not only of psychologists and psychobiologists interested in the study of development but also teachers and students interested in behavioral development and its investigation and the general reader interested in the process of scientific discovery *Experimental Design in Psychology* M. Kimberly MacLin,2020-03-31 This text is about doing science and the active process of reading learning thinking generating ideas designing experiments and the logistics surrounding each step of the research process In easy to read conversational language Kim MacLin teaches students experimental design principles and techniques using a tutorial approach in which students read critique and analyze over 75 actual experiments from every major area of psychology She provides them with real world information about how science in psychology is conducted and how they can participate Recognizing that students come to an experimental design course with their own interests and perspectives MacLin covers many subdisciplines of psychology throughout the text including IO psychology child psychology social psychology behavioral psychology cognitive psychology clinical psychology health psychology educational school psychology legal psychology and personality psychology among others Part I of the text is content oriented and provides an overview of the principles of experimental design Part II contains annotated research articles for students to read and analyze Classic articles have been retained and 11 new ones have been added featuring contemporary case studies information on the Open Science movement expanded coverage on ethics in research and a greater focus on becoming a better writer clarity and precision in writing and reducing bias in language This edition is up to date with the latest APA Publication Manual 7th edition and includes an overview of the updated bias free language guidelines the use of singular they the new ethical compliance checklist and other key changes in APA style This text is essential reading for students and researchers interested in and studying experimental design in psychology The Emergence of Language Brian MacWhinney,2013-03-07 For nearly four centuries our understanding of

human development has been controlled by the debate between nativism and empiricism. Nowhere has the contrast between these apparent alternatives been sharper than in the study of language acquisition. However, as more is learned about the details of language learning, it is found that neither nativism nor empiricism provides guidance about the ways in which complexity arises from the interaction of simpler developmental forces. For example, the child's first guesses about word meanings arise from the interplay between parental guidance, the child's perceptual preferences, and neuronal support for information storage and retrieval. As soon as the shape of the child's lexicon emerges from these more basic forces, an exploration of emergentism as a new alternative to nativism and empiricism is ready to begin. This book presents a series of emergentist accounts of language acquisition. Each case shows how a few simple basic processes give rise to new levels of language complexity. The aspects of language examined here include auditory representations, phonological and articulatory processes, lexical semantics, ambiguity processing, grammaticality judgment, and sentence comprehension. The approaches that are invoked to account formally for emergent patterns include neural network theory, dynamic systems, linguistic functionalism, construction grammar, optimality theory, and statistically driven learning. The excitement of this work lies both in the discovery of new emergent patterns and in the integration of theoretical frameworks that can formalize the theory of emergentism.

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