



# The Nature and Functions of Gesture in Children's Communication

David Gill, Birmingham  
University Communication Development  
Unit, U.K.

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# Nature Functions Of Gesture In Childre

**Jana M. Iverson, Susan Goldin-Meadow**



## **Nature Functions Of Gesture In Childre:**

*The Nature and Functions of Gesture in Children's Communication* Jana M. Iverson, Susan Goldin-Meadow, 1998-03-24

Imagine a child explaining a conservation judgment by saying That one s wider while indicating the height of a glass with his hand Now consider an adult saying She chased him while brandishing an imaginary umbrella in her hands In both of these examples information different from that conveyed by speech is communicated by movements of the hands These movements of the hands that co occur with speech gestures are the subject of this volume of the New Directions for Child Development series Although gesture has always been considered relevant to talk it has usually been seen as a stream separate from speech one that can reflect the attitudes and feelings of speakers but that is not centrally involved in language It was not until recently that gesture became a legitimate interest of language researches The chapters herein focus on the spontaneous gestures that accompany speech especially the speech of children Together they confirm that gesture is a robust and integral part of communication that can provide unique insights into the mind This is the 79th issue of the quarterly journal New Directions for Child Development For more information on the series please see the Journals and Periodicals section

Handbook of Child Psychology and Developmental Science, Cognitive Processes ,2015-03-31 The essential reference for human development theory updated and reconceptualized The Handbook of Child Psychology and Developmental Science a four volume reference is the field defining work to which all others are compared First published in 1946 and now in its Seventh Edition the Handbook has long been considered the definitive guide to the field of developmental science Volume 2 Cognitive Processes describes cognitive development as a relational phenomenon that can be studied only as part of a larger whole of the person and context relational system that sustains it In this volume specific domains of cognitive development are contextualized with respect to biological processes and sociocultural contexts Furthermore key themes and issues e g the importance of symbolic systems and social understanding are threaded across multiple chapters although every each chapter is focused on a different domain within cognitive development Thus both within and across chapters the complexity and interconnectivity of cognitive development are well illuminated Learn about the inextricable intertwining of perceptual development motor development emotional development and brain development Understand the complexity of cognitive development without misleading simplification reducing cognitive development to its biological substrates or viewing it as a passive socialization process Discover how each portion of the developmental process contributes to subsequent cognitive development Examine the multiple processes such as categorizing reasoning thinking decision making and judgment that comprise cognition The scholarship within this volume and as well across the four volumes of this edition illustrate that developmental science is in the midst of a very exciting period There is a paradigm shift that involves increasingly greater understanding of how to describe explain and optimize the course of human life for diverse individuals living within diverse contexts This Handbook is the definitive reference for educators policy makers researchers students and practitioners in

human development psychology sociology anthropology and neuroscience      **Gesture and Multimodal Development**

Jean-Marc Colletta, Michèle Guidetti, 2012-06-13 We gesture while we talk and children use gestures prior to words to communicate during the first year Later as words become the preferred form of communication children continue to gesture to reinforce or extend the spoken messages or even to replace them This volume originally published as a Special Issue of *Gesture* 10 2 3 2010 brings together studies from language acquisition and developmental psychology It provides a review of common theoretical methodological and empirical themes and the contributions address topics such as gesture use in prelinguistic infants with a special and new focus on pointing the relationship between gestures and lexical development in typically developing and deaf children and even how gesture can help to learn mathematics All in all it brings additional evidence on how gestures are related to language communication and mind development      **Handbook of Child**

**Psychology, Cognition, Perception, and Language** William Damon, Richard M. Lerner, Deanna Kuhn, Robert S. Siegler, 2006-05-11 Part of the authoritative four volume reference that spans the entire field of child development and has set the standard against which all other scholarly references are compared Updated and revised to reflect the new developments in the field the *Handbook of Child Psychology Sixth Edition* contains new chapters on such topics as spirituality social understanding and non verbal communication Volume 2 *Cognition Perception and Language* edited by Deanna Kuhn Columbia University and Robert S Siegler Carnegie Mellon University covers mechanisms of cognitive and perceptual development in language acquisition It includes new chapters devoted to neural bases of cognition motor development grammar and language rules information processing and problem solving skills      **Mechanisms of Cognitive**

**Development** James L. McClelland, Robert Siegler, 2001-03 A study of mechanisms of cognitive development It is part of the Carnegie Mellon Symposia on Cognition Series and focuses on behavioural and neural perspectives of cognitive development

*The Oxford Handbook of Developmental Psychology, Vol. 1* Philip David Zelazo, 2013-03-21 This handbook provides a comprehensive survey of what is now known about psychological development from birth to biological maturity and it highlights how cultural social cognitive neural and molecular processes work together to yield human behavior and changes in human behavior      **Gesture and the Dynamic Dimension of Language** Susan D. Duncan, Justine Cassell, Elena T.

Levy, 2007-06-06 Each of the 21 chapters in this volume reflects a view of language as a dynamic phenomenon with emergent structure and in each gesture is approached as part of language not an adjunct to it In this all of the authors have been influenced by David McNeill's methods for studying natural discourse and by his theory of the human capacity for language The introductory chapter by Adam Kendon contextualizes McNeill's research paradigm within a history of earlier gesture studies Chapters in the first section *Language and Cognition* emphasize what McNeill refers to as the intrapersonal plane Many of the chapters adduce evidence for McNeill's claim that gestures can serve as a window onto the speaker's mind Chapters in the second section *Environmental Context and Sociality* emphasize the interpersonal plane and exemplify

McNeill's focus on how moment to moment language use is determined by contextual factors. The final section of the volume *Atypical Minds and Bodies* concerns lessons to be learned from studies of aphasic patients, autistic children and artificial humans.

[Advances in the Sign Language Development of Deaf Children](#) Brenda Schick, Marc Marschark, Patricia Elizabeth Spencer, 2005-09-02

The use of sign language has a long history. Indeed, humans' first languages may have been expressed through sign. Sign languages have been found around the world even in communities without access to formal education. In addition to serving as a primary means of communication for Deaf communities, sign languages have become one of hearing students' most popular choices for second language study. Sign languages are now accepted as complex and complete languages that are the linguistic equals of spoken languages. Sign language research is a relatively young field having begun fewer than 50 years ago. Since then, interest in the field has blossomed and research has become much more rigorous as demand for empirically verifiable results has increased. In the same way that cross-linguistic research has led to a better understanding of how language affects development, cross-modal research has led to a better understanding of how language is acquired. It has also provided valuable evidence on the cognitive and social development of both deaf and hearing children, excellent theoretical insights into how the human brain acquires and structures sign and spoken languages, and important information on how to promote the development of deaf children. This volume brings together the leading scholars on the acquisition and development of sign languages to present the latest theory and research on these topics. They address theoretical as well as applied questions and provide cogent summaries of what is known about early gestural development, interactive processes adapted to visual communication, linguistic structures, modality effects, and semantic, syntactic, and pragmatic development in sign. Along with its companion volume *Advances in the Spoken Language Development of Deaf and Hard of Hearing Children*, this book will provide a deep and broad picture about what is known about deaf children's language development in a variety of situations and contexts. From this base of information, progress in research and its application will accelerate and barriers to deaf children's full participation in the world around them will continue to be overcome.

[The Blackwell Handbook of Early Childhood Development](#) Kathleen McCartney, Deborah Phillips, 2011-09-07

The *Blackwell Handbook of Early Childhood Development* presents a comprehensive summary of research into child development from age two to seven. Comprises 30 contributions from both established scholars and emerging leaders in the field. The editors have a distinguished reputation in early childhood development. Covers biological development, cognitive development, language development, and social, emotional, and regulatory development. Considers the applications of psychology to the care and education of young children, treating issues such as poverty, media, and the transition to school. A valuable resource for students, scholars, and practitioners dealing with young children.

**From Gesture in Conversation to Visible Action as Utterance** Mandana Seyfeddinipur, Marianne Gullberg, 2014-08-06

Language use is fundamentally multimodal. Speakers use their hands to point to locations to represent content and to comment on ongoing talk; they position

their bodies to show their orientation and stance in interaction they use facial displays to comment on what is being said and they engage in mutual gaze to establish intersubjectivity This volume brings together studies by leading scholars from several fields on gaze and facial displays on the relationship between gestures sign and language on pointing and other conventionalized forms of manual expression on gestures and language evolution and on gestures in child development The papers in this collection honor Adam Kendon whose pioneering work has laid the theoretical and methodological foundations for contemporary studies of multimodality gestures and utterance visible action *Reclaiming Cognition* Rafael E.

Núñez, Rafael Núñez, Walter J. Freeman, 1999 Traditional cognitive science cognitivism is Cartesian in the sense that it takes as fundamental the distinction between the mind and the world This leads to the claim that cognition is representational and best explained by classical AI and computational theory The authors in this volume develop a critique of cognitivism and introduce an alternative approach which owes more to evolutionary biology embodied robotics phenomenology and dynamical systems *Toddler and Parent Interaction* Anna Filipi, 2009-12-17 This book provides a microanalysis of the

interactions between four children and their parents starting when the children were aged 9 to 13 months and ending when they were 18 months old It tracks development as an issue for and of interaction In so doing it uncovers the details of the organisation of the sequence structure of the interactions and exposes the workings of language and social development as they unfold in everyday activities The study begins with a description of pre verbal children s sequences of action and then tracks those sequences as linguistic ability increases The analysis reveals a developing richness and complexity of the sequence structure and exposes a gap in Child Language studies that focus on the children s and their carers actions in isolation from their sequential environment By focusing on the initiating actions of both child and parent and the response to those actions and by capturing the details of how both verbal and nonverbal actions are organised in the larger sequences of talk a more complete picture emerges of how adept the young child is at co creating meaning in highly organised ways well before words start to surface The study also uncovers pursuit of a response and orientation to insufficiency and adequacy of response as defining characteristics of these early interactions **The Resilience of Language** Susan

Goldin-Meadow, 2005-04-05 Imagine a child who has never seen or heard any language at all Would such a child be able to invent a language on her own Despite what one might guess the children described in this book make it clear that the answer to this question is yes The children are congenitally deaf and cannot learn the spoken language that surrounds them In addition they have not yet been exposed to sign language either by their hearing parents or their oral schools Nevertheless the children use their hands to communicate they gesture and those gestures take on many of the forms and functions of language The properties of language that we find in the deaf children s gestures are just those properties that do not need to be handed down from generation to generation but can be reinvented by a child de novo the resilient properties of language This book suggests that all children deaf or hearing come to language learning ready to develop precisely these language

properties In this way studies of gesture creation in deaf children can show us the way that children themselves have a large hand in shaping how language is learned

**Pointing** Sotaro Kita, 2003-06-20 Pointing has captured the interest of scholars from various fields who study communication However ideas and findings have been scattered across diverse publications in different disciplines and opportunities for interdisciplinary exchange have been very limited The editor's aim is to provide an arena for such exchange by bringing together papers on pointing gestures from disciplines such as developmental psychology psycholinguistics sign language linguistics linguistic anthropology conversational analysis and primatology Questions raised by the editors include Do chimpanzees produce and comprehend pointing gestures in the same way as humans What are cross cultural variations of pointing gestures In what sense are pointing gestures human universal What is the relationship between the development of pointing and language in children What linguistic roles do pointing gestures play in signed language Why do speakers sometimes point to seemingly empty space in front of them during conversation How do pointing gestures contribute to the unfolding of face to face interaction that involves objects in the environment What are the semiotic processes that relate what is pointed at and what is actually meant by the pointing gesture the relationship between the two are often not as simple as one might think Do pointing gestures facilitate the production of accompanying speech The volume can be used as a required text in a course on gestural communication with multidisciplinary perspectives It can also be used as a supplemental text in an advanced undergraduate or graduate course on interpersonal communication cross cultural communication language development and psychology of language

**Beyond Nature-Nurture** Michael Tomasello, Dan Isaac Slobin, 2004-09-22 This special tribute to Elizabeth Ann Bates a psycholinguist developmental psychologist and cognitive scientist spans her brilliant career of wide ranging interdisciplinary interests It should appeal to international scholars in the fields of develo

*Roots of Human Sociality* Stephen C. Levinson, Nicholas J. Enfield, 2020-08-21 This book marks an exciting convergence towards the idea that human culture and cognition are rooted in the character of human social interaction which is unique in the animal kingdom *Roots of Human Sociality* attempts for the first time to explore the underlying properties of social interaction viewed from across many disciplines and examines their origins in infant development and in human evolution Are interaction patterns in adulthood affected by cultural differences in childhood upbringing Apes unlike human infants of only 12 months fail to understand pointing and the intention behind it Nevertheless apes can imitate and analyze complex behavior how do they do it Deaf children brought up by speaking parents invent their own languages How might adults deprived of a fully organized language communicate This book makes the case that the study of these sorts of phenomenon holds the key to understanding the foundations of human social life The conclusion our unique brand of social interaction is at the root of what makes us human

*Studies in Language and Cognition* Mats Andrén, Marlene Johansson Falck, Jordan Zlatev, 2008-12-18 Using a plethora of concepts theories and methods the theoretical and empirical studies described in this volume are united in their approach of

treating language not in isolation e.g. as a module but as both based on structures and processes of cognition and at the same time as affecting the human mind The book is organized in 7 parts corresponding to some of the major fields in language research today a linguistic meta theory and general issues b lexical meaning c metaphor d grammar e pragmatics f gesture and bodily communication and g historical linguistics At the same time the non modular approach to language adopted by the authors is reflected by the fact that there are no strict boundaries between the parts Thus the book is a valuable contribution to the growing interdisciplinary field of Language and Cognition

*Emergence of Linguistic Abilities* Frédérique Gayraud, Sophie Kern, Egidio Marsico, 2009-03-26 This book attempts to address an interrelated set of issues about the emergence of linguistic abilities in the child The various chapters intend to shed light on a particular and critical period in language development the first three years of life It is generally assumed in the field of the ontogeny of language that the child's first years of life are particularly crucial This period is even sometimes considered as predictive at least in the short term of the later abilities to communicate During these first three years gestures phonetic phonological lexical and morpho syntactic skills chronologically emerge The main goal of this book is to address the issue of continuity between the developments of the different language components by the means of recent findings of experts in each domain Furthermore the originality of this selection of chapters is to broaden the scope of the discussion by including papers dealing with related phenomena but from different perspectives such as phylogeny pathology and animal communication This book primarily concerns graduate students and researchers in the field of language acquisition but the audience can also include scholars from evolution of language language pathology animal communication ontogeny phylogeny research fields

*A Child's World* Diane E. Papalia, Sally Wendkos Olds, 2003 This chronologically organized text designed for the Child Development course is well known for the author team's clear accessible writing style and innovative pedagogical learning system *A Child's World* builds on these strengths with full integration of current Canadian child development research statistics and examples and detailed coverage of Canadian policies and institutions that impact child development A continual focus on the diverse groups that comprise our multicultural society makes the text relevant to students' experiences Applauded by reviewers and adopters for its combination of research coverage with applications and real life examples the text continues to include superior coverage of cross cultural and social policy topics

***Gesture-Speech Integration: Combining Gesture and Speech to Create Understanding*** Naomi Sweller, Kazuki Sekine, Autumn Hostetter, 2021-09-14



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