PRODUCTION AND COMPREHENSION OF UTTERANCES

I. M. Schlesinger

Production And Comprehension Of Utterances

Eva M. Fernández,Helen Smith Cairns

Production And Comprehension Of Utterances:

Production and Comprehension of Utterances (RLE Linguistics B: Grammar) I.M. Schlesinger,2014-01-10 In this volume the author reviews the results of research on language performance and proposes a model of production and comprehension Although recent developments in linguistics are taken into account consideration of other requirements of a performance model leads to the conclusion that the grammar the speaker has in mind differs from the grammar as currently conceived of by most linguists The author is also critical of recent computer simulations of language performance on the basis that they fall short of describing what goes on in human production and comprehension The author therefore proposes that the basic issues must be rethought and new theoretical foundations reformulated in order to arrive at a viable theory of language functioning In developing the framework of the model presented in this book requirements of flexibility in the performance mechanisms the probabilistic nature of comprehension processes and the interleaving of linguistic rules with context and knowledge of the world are emphasized   *Production and Comprehension of Utterances* I. M. Schlesinger,1977-01-01

The Oxford Handbook of Laboratory Phonology Abigail C. Cohn,Cécile Fougeron,Marie K. Huffman,2012 This book provides state of the art coverage of research in laboratory phonology Laboratory phonology denotes a research perspective not a specific theory it represents a broad community of scholars dedicated to bringing interdisciplinary experimental approaches and methods to bear on how spoken language is structured learned and used it draws on a wide range of tools and concepts from cognitive and natural sciences This book describes the investigative approaches disciplinary perspectives and methods deployed in laboratory phonology and highlights the most promising areas of current research Part one introduces the history nature and aims of laboratory phonology The remaining four parts cover central issues in research done within this perspective as well as methodological resources used for investigating these issues Contributions to this volume address how laboratory phonology approaches have provided insight into human speech and language structure and how theoretical questions and methodologies are intertwined This Handbook the first specifically dedicated tothe laboratory phonology approach builds on the foundation of knowledge amassed in linguistics speech research and allied disciplines With the varied interdisciplinary contributions collected the Handbook advances work in this vibrant field   **The Handbook of Psycholinguistics** Eva M. Fernández,Helen Smith Cairns,2020-10-27 Incorporating approaches from linguistics and psychology The Handbook of Psycholinguistics explores language processing and language acquisition from an array of perspectives and features cutting edge research from cognitive science neuroscience and other related fields The Handbook provides readers with a comprehensive review of the current state of the field with an emphasis on research trends most likely to determine the shape of psycholinguistics in the years ahead The chapters are organized into three parts corresponding to the major areas of psycholinguists production comprehension and acquisition The collection of chapters written by a team of international scholars incorporates multilingual populations and neurolinguistic dimensions Each of the

three sections also features an overview chapter in which readers are introduced to the different theoretical perspectives guiding research in the area covered in that section Timely comprehensive and authoritative The Handbook of Psycholinguistics is a valuable addition to the reference shelves of researchers in psychology linguistics and cognitive science as well as advanced undergraduates and graduate students interested in how language works in the human mind and how language is acquired **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 *An Introduction to the Psychology of Language (PLE: Psycholinguistics)* Peter Herriot,2013-10-23 Originally published in 1970 this was Peter Herriot s first book In this objective critical evaluation of a rapidly expanding field Professor Herriot examines language as skilled behaviour generative linguistics and psychology behaviourist approaches to meaning language acquisition and impairment and language and thought He stresses throughout the necessity for empirical research and for experimental verification of hypotheses he also feels that language behaviour should be analysed in a comprehensive form placing emphasis not only on structural aspects but also on the importance of meaning and context to any account of language Today it can be read and enjoyed in its historical context **Language and Language Acquisition** F. Lowenthal,2012-12-06 F LOWENTHAL University of Mons Mons Belgium In September 1980 researchers from many different countries and working in disciplines as varied as philosophy psychology neurology mathematics education linguistics sociology and others we forget to mention again met in Mons to discuss problems concerning Language and Language Acquisition Conflicting opinions among researchers not only from different disciplines but also within a same discipline led to many a lively discussion This book attempts to recreate the atmosphere of the conference by reproducing the

different papers some of which were rewritten after the initial presentation and discussion session and by giving a summary of each discussion session to enable the reader to understand how each participant reacted Obviously we accept full responsibility for these summaries we hope we have understood correctly what each participant meant This also holds for the special session devoted to an attempt to define the concept of language We suggest that further meetings should study language and context simultaneously within the framework of a CONTEXTUAL LINGUISTICS   *Cognitive Psychology* Michael W. Eysenck,Mark T. Keane,2020-03-09 The fully updated eighth edition of Cognitive Psychology A Student s Handbook provides comprehensive yet accessible coverage of all the key areas in the field ranging from visual perception and attention through to memory and language Each chapter is complete with key definitions practical real life applications chapter summaries and suggested further reading to help students develop an understanding of this fascinating but complex field The new edition includes an increased emphasis on neuroscience updated references to reflect the latest research applied in the real world case studies and examples Widely regarded as the leading undergraduate textbook in the field of cognitive psychology this new edition comes complete with an enhanced accompanying companion website The website includes a suite of learning resources including simulation experiments multiple choice questions and access to Primal Pictures interactive 3D atlas of the brain The companion website can be accessed at www routledge com cw eysenck

Language Acquisition in Diverse Linguistic, Social and Cognitive Circumstances Maria Garraffa,Maria Teresa Guasti,Theodoros Marinis,Gary Morgan,2019-01-24 The language experience of children developing in linguistically diverse environments is subject to considerable variation both in terms of quantity and quality of language exposure It is an open question how to investigate language exposure patterns and more important which factors are relevant for successful language learning For example children acquiring a minority language including a signed language are exposed to less variety of input than children acquiring a more global language This is because they are living in a smaller linguistic community and with fewer occasions to use the language in everyday life Despite this reduced input most native signers are successful language learners In contrast native language competence is not always achieved in signing deaf children with hearing parents or those with cochlear implants learning a spoken language A similar outcome but with very different reasons has also been reported for hearing children with language impairment In these populations acquisition of morphosyntactic aspects is developing atypically ending with an uncomplete linguistic repertoire The circumstances of exposure during language development tend to differ in significant ways with respect to a large number of factors such as i length quality and quantity of input ii social status and attitudes toward the language iii cognitive abilities required for language learning and iv age of first exposure Having early exposure to a range of different speakers is important in the acquisition of any language and may affect language proficiency However negative societal attitudes or a cognitive based disadvantage may create an unfavourable learning environment that prevents language learning from surfacing typically This

situation inevitably generates a different type of exposure for the child and consequently different language competence In this Research Topic we intend to encourage the debate on social linguistic and cognitive factors at play for designing an effective environment for language acquisition aiming at integrating linguistic variables coming from theoretical studies on language with environmental variables such as measures of language input or cognitive abilities on functions ancillary to language development   The Socio-Cognitive Approach to Communication and Pragmatics Istvan Kecskes,2023-12-07 The book aims to serve as a theoretical framework for the socio cognitive approach SCA that is an alternative to the two main lines of pragmatics research linguistic philosophical pragmatics and sociocultural interactional pragmatics SCA broadens the scope of the field with an intent to incorporate not only L1 communication but also intercultural communication and communication in a second language The author integrates the pragmatic view of cooperation and the cognitive view of egocentrism and emphasizes that both cooperation and egocentrism are manifested in all phases of communication albeit to varying extents SCA places equal importance on the social and cognitive individual factors in pragmatics The author claims that while social cooperation is an intention directed practice that is governed by relevance individual egocentrism is an attention oriented trait dominated by salience The book serves as a theoretical guide for researchers and students who would like to understand how we need to change first language based theories to make sense of what happens not only in L1 but also in intercultural and multi lingual interactions   *Pragmatics, Utterance Meaning, and Representational Gesture* Jack Wilson,2024-02-28 Humans produce utterances intentionally Visible bodily action or gesture has long been acknowledged as part of the broader activity of speaking but it is only recently that the role of gesture during utterance production and comprehension has been the focus of investigation If we are to understand the role of gesture in communication we must answer the following questions Do gestures communicate Do people produce gestures with an intention to communicate This Element argues that the answer to both these questions is yes Gestures are or can be communicative in all the ways language is This Element arrives at this conclusion on the basis that communication involves prediction Communicators predict the behaviours of themselves and others and such predictions guide the production and comprehension of utterance This Element uses evidence from experimental and neuroscientific studies to argue that people produce gestures because doing so improves such predictions   **Cognition and Pragmatics** Dominiek Sandra,Jan-Ola Östman,Jef Verschueren,2009 The ten volumes of Handbook of Pragmatics Highlights focus on the most salient topics in the field of pragmatics thus dividing its wide interdisciplinary spectrum in a transparent and manageable way While other volumes select philosophical grammatical social variational interactional or discursive angles this third volume focuses on the interface between language and cognition Language use is impossible without the mobilization of a large variety of cognitive processes each serving a different purpose During the last half century cognitive approaches to language have been particularly successful and the broad spectrum of contributions to this volume testify to this success As cognitive approaches to language are by definition a

subset of the larger enterprise of cognitive science a contribution on this general topic sets the stage This is joined by a chapter on cognitive grammar a theoretical study of the architecture of human language that is deeply inspired by general cognitive principles A chapter on experimentation offers a crash course on basic issues of experimental design and on the rationale behind statistical testing in general and the most important statistical tests in particular offering a methodological toolkit for understanding many of the other contributions Different chapters cover a broad range of topics language acquisition psycholinguistics specialized topics within the latter field e g the bilingual mental lexicon categorization and aspects of language awareness Some chapters home in on what have become indispensible perspectives on the cognitive underpinnings of language the way language is represented and processed in the human brain and simulation studies The ever growing success of the latter type of studies is exemplified for instance by the highly flourishing connectionist tradition and the more general paradigm of artificial intelligence each of which is dealt with in a separate contribution   The Handbook of Language Emergence Brian MacWhinney,William O'Grady,2018-05-01 This authoritative handbook explores the latest integrated theory for understanding human language offering the most inclusive text yet published on the rapidly evolving emergentist paradigm Brings together an international team of contributors including the most prominent advocates of linguistic emergentism Focuses on the ways in which the learning processing and structure of language emerge from a competing set of cognitive communicative and biological constraints Examines forces on widely divergent timescales from instantaneous neurolinguistic processing to historical changes and language evolution Addresses key theoretical empirical and methodological issues making this handbook the most rigorous examination of emergentist linguistic theory ever

First Language Acquisition David Ingram,1989-09-07 This major textbook setting new standards of clarity and comprehensiveness will be welcomed by all serious students of first language acquisition Written from a linguistic perspective it provides detailed accounts of the development of children s receptive and productive abilities in all the core areas of language phonology morphology syntax and semantics With a critical acuity drawn from long experience and without attempting to offer a survey of all the huge mass of child language literature David Ingram directs students to the fundamental studies and sets these in broad perspective Students are thereby introduced to the history of the field and the current state of our knowledge in respect of three main themes method description and explanation Whilst the descriptive facts that are currently available on first language acquisition are central to the book its emphasis on methodology and explanation gives it a particular distinction The various ways in which research is conducted is discussed in detail as well as the strengths and weaknesses of various approaches leading to new perspectives on key theoretical issues First Language Acquisition provides advanced undergraduate and graduate students alike with a cogent and closely analysed exposition of how children acquire language in real time Equally importantly readers will have acquired the fundamental knowledge and skill not only to interpret primary literature but also to approach their own research with sophistication   **The Dynamics**

of the Linguistic System Hans-Jörg Schmid,2020 This book offers a model of language that can be characterized as functionalist usage based dynamic and complex adaptive Schmid argues that linguistic structure is not stable but continually refreshed by usage conventionalization and entrenchment This wide ranging volume will be of interest to linguists from a wide range of fields   **Connexity and Coherence** Wolfgang Heydrich,Fritz Neubauer,János S. Petöfi,Emil Sözer,2012-02-13 No detailed description available for Connexity and Coherence   **Understanding Dialogue** Martin J. Pickering,Simon Garrod,2021-01-07 Using a novel model this book investigates the psycholinguistics of dialogue approaching language use as a social activity   **Interfaces Between Language And Cognition** Yury Y. Shtyrov,Andriy Myachykov,Christoph Scheepers,2013-06-28 Cognitive mechanisms underlying linguistic communication do not only rely upon retrieval and processing of linguistic information they also involve constant updating and organizing of this linguistic information in relation with other more general cognitive mechanisms Some existing theoretical models assume such a tight interactive link between domain general and domain specific sources of information in the cognitive organization of the linguistic faculty and during language use Domain specific constraints may include for example grammatical as well as lexical and pragmatic knowledge Domain general constraints comprise processing limitations imposed by the cognitive mechanisms of memory attention learning and social interaction However much of the existing research tends to focus on one or the other of the aforementioned areas while integrative accounts are still rather sparse at present Therefore the aim of this Research Topic of Frontiers in Cognition is to bring together researchers who with in their respective research fields and by using different methodologies represent integrative approaches to the study of language We invite submissions from a wide range of interrelated areas of research cognitive architectures of language aspects of language processing linguistic development bilingualism language embodiment neuropsychology of linguistic function among others We would like to solicit original research contributions discussing behavioral neurophysiological and computational evidence as well as papers on methodological and or theoretical aspects of the interplay between linguistic and non linguistic cognitive processes

   Utterance structure in initial L2 acquisition Jacopo Saturno, This work is devoted to morphosyntactic processing in the earliest stages of L2 Polish The target structure taken into consideration is the morphosyntactic opposition between the nominative and accusative case respectively corresponding to the subject and object function This is the first book length work devoted to the VILLA project a large multi national initiative within which 90 adult learners took part in a first exposure 14 hour Polish course under controlled input conditions As participants had never been exposed to Polish or other Slavic languages the experiment portrays the very first contact with a completely new target language moreover since the learners were evenly distributed among five L1 groups L1 interference can also be investigated in depth In addition to an in depth analysis of the effect of input properties on morpho syntactic processing the book discusses sensitive methodological points such as the role of semantics in semi spontaneous production as well as the impact of elicitation techniques   *Early*

Language Development in Full-term and Premature infants Paula Menyuk,Jacqueline W. Liebergott,Martin C. Schultz,2014-02-04 Designed to provide practical information to those who are concerned with the development of young children this book has three goals First the authors offer details about patterns of language development over the first three years of life Although intensive studies have been carried out by examining from one to 20 children in the age range of zero to three years there has been no longitudinal study of a sample as large as this 53 children nor have as many measures of language development been obtained from the same children Examining language development from a broad perspective in this size population allows us to see what generalizations can be made about patterns of language development This volume s second goal is to examine the impact of such factors as biology cognition and communication input and the interaction of these factors which traditionally have been held to play an important role in the course of language development The comparative influence of each and the interaction of all three were examined statistically using children s scores on standard language tests at age three The volume s third goal is to provide information to beginning investigators early childhood educators and clinicians that can help them in their practice This includes information about what appear to be good early predictors of language development at three years language assessment procedures that can be used with children below age three how these procedures can be used what they tell us about the language development of young children and what warning signs should probably be attended to and which can most likely be ignored In addition suggestions are made about what patterns of communicative interaction during the different periods of development seem to be most successful in terms of language development outcomes at three years and what overall indications the study offers regarding appropriate intervention

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