Semantic and Conceptual Development

An Ontological Perspective

Frank C. Keil

Harvard University Press

Semantic And Conceptual Development

William E. Nagy,Dedre Gentner

Semantic And Conceptual Development:

    Semantic and Conceptual Development Frank C. Keil,1979 In Semantic and Conceptual Development Frank Keil presents the firstpsychological investigation of thedeveloping child s ontological knowledge Building on previous philosophical work Keil shows that ontologicalcategories develop in a highly predictable progression Moreover Keil demonstrates that ontological development obeys a strong formal constrainton the relations among categories Although there are many possibleontological systems children appearto be inherently targeted to consider asystem of only one sort Keil s results represent exactly the sortof interdisciplinary study of thehuman mind which is graduallyemerging as the new field of cognitivescience We are proud to publish hiswork as the first book in the CognitiveScience Series which is designed tofoster major empirical and theoreticalcontributions to this new field   <u>Conference on Studies in Reading: Semantics, concepts, and culture</u> ,1975   **Concepts and Conceptual Development** Ulric Neisser,1989-03-31 Concepts and Conceptual Development draws together a wide range of theorists to consider many different aspects of the psychology of concepts   *Concepts, Kinds, and Cognitive Development* Frank C. Keil,1992-01-30 In Concepts Kinds and Cognitive Development Frank C Keil provides a coherent account of how concepts and word meanings develop in children adding to our understanding of the representational nature of concepts and word meanings at all ages Keil argues that it is impossible to adequately understand the nature of conceptual representation without also considering the issue of learning Weaving together issues in cognitive development philosophy and cognitive psychology he reconciles numerous theories backed by empirical evidence from nominal kinds studies natural kinds studies and studies of fundamental categorical distinctions He shows that all this evidence when put together leads to a better understanding of semantic and conceptual development The book opens with an analysis of the problems of modeling qualitative changes in conceptual development investigating how concepts of natural kinds nominal kinds and artifacts evolve The studies on nominal kinds document a powerful and unambiguous developmental pattern indicating a shift from a reliance on global tabulations of characteristic features to what appears to be a small set of defining ones The studies on natural kinds document an analogous shift toward a core theory instead of simple definition Both sets of studies are strongly supported by cross cultural data While these patterns seem to suggest that the young child organizes concepts according to characteristic features Keil argues that there is a framework of conceptual categories and causal beliefs that enables even very young children to understand kinds at a deeper theoretically guided level This account suggests a new way of understanding qualitative change and carries strong implications for how concepts are represented at any point in development A Bradford Book   **When (and How) Theory of Mind Is Useful? Evidences from Research in the Life-Span** Francesca Baglio,Antonella Marchetti,2017-02-17 Theory of Mind ToM or mentalization is the ability to understand and foresee the behavior referring to one s own and others mental states Premack Wimmer Perner 1983 This capacity which is considered the most representative mechanism of social cognition is a

multifaceted set of competences liable to influence and be influenced by a manifold of psychosocial aspects Studies on typical and atypical clinical development during life showed that ToM is frequently delayed e g in deafness or impaired in many clinical conditions e g Autism Spectrum Disorder Attention Deficit Hyperactivity Disorder Schizophrenia Borderline Personality Disorder Parkinson s Disease Alzheimer s Disease and on the other hand may not be unequivocally a positive experience It is therefore possible to consider the existence of multiple kinds of Theory of Mind In fact ToM may vary along a quantitative and a qualitative continuum As for the quantitative dimension the continuum is constituted by the fluctuation between high and low levels of ToM ability in different clinical conditions Along this continuum impairment can mean not enough ToM for example in Autism Spectrum Disorder as well as too much ToM for example in Schizophrenia and Borderline Personality Disorder The qualitative dimension highly interrelated with the quantitative one regards the shift between adaptive e g prosocial nice ToM vs unadaptive e g antisocial nasty ToM mental states content The issue is discussed in light of recent evidence from outstanding researchers working on typical and atypical clinical populations along the life span Findings from the fields of psychology neuropsychology and neuroscience enrich the research topic argumentation **The Crosslinguistic Study of Language Acquisition** Dan Isaac Slobin,2014-03-05 In this final volume in the series the contributors attempt to expand the contexts in which child language has been examined crosslinguistically The chapters build on themes that have been touched on anticipated and promised in earlier volumes in the series The study of child language has been situated in the disciplines of psychology and linguistics and has been most responsive to dominant issues in those fields such as nativism and learning comprehension and production errors input and universals of morphology and syntax The context has primarily been that of the individual child interacting with a parent and deciphering the linguistic code The code has been generally treated in these volumes as a system of morphology and syntax with little attention to phonology and prosody Attention has been paid occasionally to the facts that the child is acquiring language in a sociocultural setting and that language is used in contexts of semantic and pragmatic communication In addition there has been a degree of attention paid to the interactions between language and cognition in the process of development As for individual differences between children they have been discussed in those studies where they could not be avoided but such variation has rarely been the focus of systematic attention Differences between individual languages have been of great interest but these differences have not often been placed in a framework of systematic typological variation And although languages and their grammars change over time the focus of attention on the individual child learner has generally led to neglect of explanatory principles that are best found on the level of linguistic diachrony rather than the level of innate ideas or patterns of learning and cognition in the individual child The chapter authors seek to explore these neglected contexts in more depth **The Role of Ontological Categories in a Theory of Semantic and Conceptual Development** Francis C. Keil,1977 **Proceedings of the Twentieth Annual Conference of the Cognitive Science Society** Morton Ann

Gernsbacher,Sharon J. Derry,2022-05-16 This volume features the complete text of the material presented at the Twentieth Annual Conference of the Cognitive Science Society As in previous years the symposium included an interesting mixture of papers on many topics from researchers with diverse backgrounds and different goals presenting a multifaceted view of cognitive science This volume contains papers posters and summaries of symposia presented at the leading conference that brings cognitive scientists together to discuss issues of theoretical and applied concern Submitted presentations are represented in these proceedings as long papers those presented as spoken presentations and full posters at the conference and short papers those presented as abstract posters by members of the Cognitive Science Society **Semantic Constraints on Lexical Categories** William E. Nagy,Dedre Gentner,1987 <u>Intelligent Design and Religion as a Natural Phenomenon</u> John S. Wilkins,2017-03-02 Over the past decade a strident public debate has arisen about the nature and origin of religions Controversies include how exactly religion evolved whether by individual or group selection if it is adaptive and if not whether and how it is a side effect of evolution This volume focuses on the issue of naturalizing religion on the ways in which cognitive science and social sciences have treated religion as a natural phenomenon It questions whether religious behaviour institutions and experiences can be explained in natural terms The editor brings together some of the best published work on the definition of religion intelligent design and the evolution of religion **The Acquisition of Numeral Classifiers** Kasumi Yamamoto,2011-05-03 The book is about the numeral classifier system and the acquisition of Japanese classifiers by Japanese children It consists of two parts First it provides a general typological characterization of numeral classifier phrases and discusses problems in determining what constitutes the nature of classifiers It also discusses the semantic properties of numeral classifiers based on an analysis of four languages from four different language families Second it examines the acquisitions of Japanese numeral classifiers by Japanese preschool children ages 3 to 6 with a primary emphasis on the development of comprehension The importance of the study is that it reveals that young children have a much greater sensitivity to the conceptual underpinnings of the numeral classifier system than was previously considered to be the case The research results also provide a converging source of evidence that young children often come to initially grasp the structure of the world in ways that are better understood in cognitive than perceptual terms The implications will contribute to not only the area of language acquisition but also categorization and conceptual development **The Semantics of Nouns** Zhengdao Ye,2017-04-14 This volume brings together the latest research on the semantics of nouns in both familiar and less well documented languages including English Mandarin Chinese Russian the Papuan language Koromu the Dravidian language Solega and Pitjantjatjara Yankunytjatjara from Australia Chapters offer systematic and detailed analyses of scores of individual nouns across a range of conceptual domains including people places and living things with each analysis fully grounded in a unified methodological framework They not only cover central theoretical issues specific to the analysis of the domain in question but also empirically investigate the different types of meaning relations that

hold between nouns such as meronymy hyponymy taxonomy and antonymy The collection of studies show how in depth meaning analysis anchored in a cross linguistic and cross domain perspective can lead to unexpected insights into the common and particular ways in which speakers of different languages conceptualize categorize and order the world around them This unique volume brings together a new generation of semanticists from across the globe and will be of interest to researchers in linguistics psychology anthropology biology and philosophy **Semantics** John I. Saeed,2011-08-26 The third edition of this popular textbook provides an engaging and accessible introduction to semantics for students new to the field Explores the basic concepts and methods of the field and discusses some of the most important contemporary lines of research Contains new solutions to chapter exercises in order to familiarize the student with the practice of semantic description Completely revised and updated to reflect recent theoretical developments Includes new sections on classifiers and noun classes as well as conceptual integration **Semantics - Typology, Diachrony and Processing** Klaus Heusinger,Claudia Maienborn,Paul Portner,2019-02-19 Now available in paperback for the first time since its original publication the material in this book provides a broad accessible guide to semantic typology crosslinguistic semantics and diachronic semantics Coming from a world leading team of authors the book also deals with the concept of meaning in psycholinguistics and neurolinguistics and the understanding of semantics in computer science It is packed with highly cited expert guidance on the key topics in the field making it a bookshelf essential for linguists cognitive scientists philosophers and computer scientists working on natural language **An Invitation to Cognitive Science: Thinking** Daniel N. Osherson,Edward E. Smith,Lila R. Gleitman,1995 Rather than surveying theories and data in the manner characteristic of many introductory textbooks in the field An Invitation to Cognitive Science employs a unique case study approach presenting a focused research topic in some depth and relying on suggested readings to convey the breadth of views and results **Fluency and Reading Comprehension in Typical Readers and Dyslexics Readers** Simone A. Capellini,Giseli D. Germano,2018-02-22 Reading involves decoding and comprehension components and to become efficient it requires a large number of cognitive and linguistic processes Among those the phonological awareness the alphabetic principle the decoding the fluency the lexical development and the text comprehension development The reading comprehension is strongly related with the development of vocabulary oral language linguistic skills memory skills and ability to make inferences and the world experiences of each individual These processes become important only when the professional needs to deal with students presenting difficulties in learning how to read The difficulty using the knowledge of conversion rules between grapheme and phoneme to the word reading construction characterizes the dyslexia which is a specific learning disorder with a neurological source These difficulties presented by students with dyslexia interfere in their learning process impairing the learning development Knowing and following the reading development and its processes as well as obtaining the punctuation of fluency abilities and students comprehension allow us to understand what happens when the student presents difficulties to

read This could help in the identification of learning disabilities and in the development of intervention programs   *An Introduction to Developmental Psychology* Alan Slater,J. Gavin Bremner,2017-04-24 An Introduction to Developmental Psychology 3rd Edition is a representative and authoritative state of the art account of human development from conception to adolescence The text is organised chronologically and also thematically and written by renowned experts in the field and presents a truly international account of theories findings and issues The content is designed with a broad range of readers in mind and in particular those with little previous exposure to developmental psychology   **Relational Semantics and the Anatomy of Abstraction** Tamar Sovran,2013-09-05 This book presents a study of meaning relations linking the philosophical tradition of conceptual analysis with recent theories and methodologies in cognitive semantics Its main concern is the extent to which analyzing meaning relations between cognate words reveal the infrastructure of the actual and mental lexicon assuming that language mirrors thought Sovran aims to elucidate their infrastructure and the metaphorical and perceptual models that constitute abstract concepts dealing finally with the role of abstraction in poetic metaphors Overall this volume addresses major contemporary issues in the philosophy of language and theoretical semantics   **The Human Semantic Potential** Terry Regier,1996 Drawing on ideas from cognitive linguistics connectionism and perception The Human Semantic Potential describes a connectionist model that learns perceptually grounded semantics for natural language in spatial terms Languages differ in the ways in which they structure space and Regier s aim is to have the model perform its learning task for terms from any natural language The system has so far succeeded in learning spatial terms from English German Russian Japanese and Mixtec The model views simple movies of two dimensional objects moving relative to one another and learns to classify them linguistically in accordance with the spatial system of some natural language The overall goal is to determine which sorts of spatial configurations and events are learnable as the semantics for spatial terms and which are not Ultimately the model and its theoretical underpinnings are a step in the direction of articulating biologically based constraints on the nature of human semantic systems Along the way Regier takes up such substantial issues as the attraction and the liabilities of PDP and structured connectionist modeling the problem of learning without direct negative evidence and the area of linguistic universals which is addressed in the model itself Trained on spatial terms from different languages the model permits observations about the possible bases of linguistic universals and interlanguage variation

Contrastive Lexical Semantics Edda Weigand,1998 Contrastive lexical semantics was the main topic of an International Workshop at the University of M nster in May 1997 It was addressed from different perspectives from the pragmatic perspective of a corpus oriented approach as well as from the model oriented perspective of sign theoretic linguistics Whereas the rule governed model oriented approach is necessarily restricted to subsets of vocabulary the pragmatic approach aims to analyse and describe the whole vocabulary in use After the pragmatic turn lexical semantics can no longer be seen as a discipline on its own but has to be developed as an integral part of a theory of language use Essential features of

individual languages can be discovered only by looking beyond the limits of our mother languages and including a contrastive perspective Within a pragmatic corpus oriented approach essential new ideas are discussed mainly the insight that single words can no longer be considered to be the lexical unit It is the complex multi word lexical unit a pragmatic approach has to deal with

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