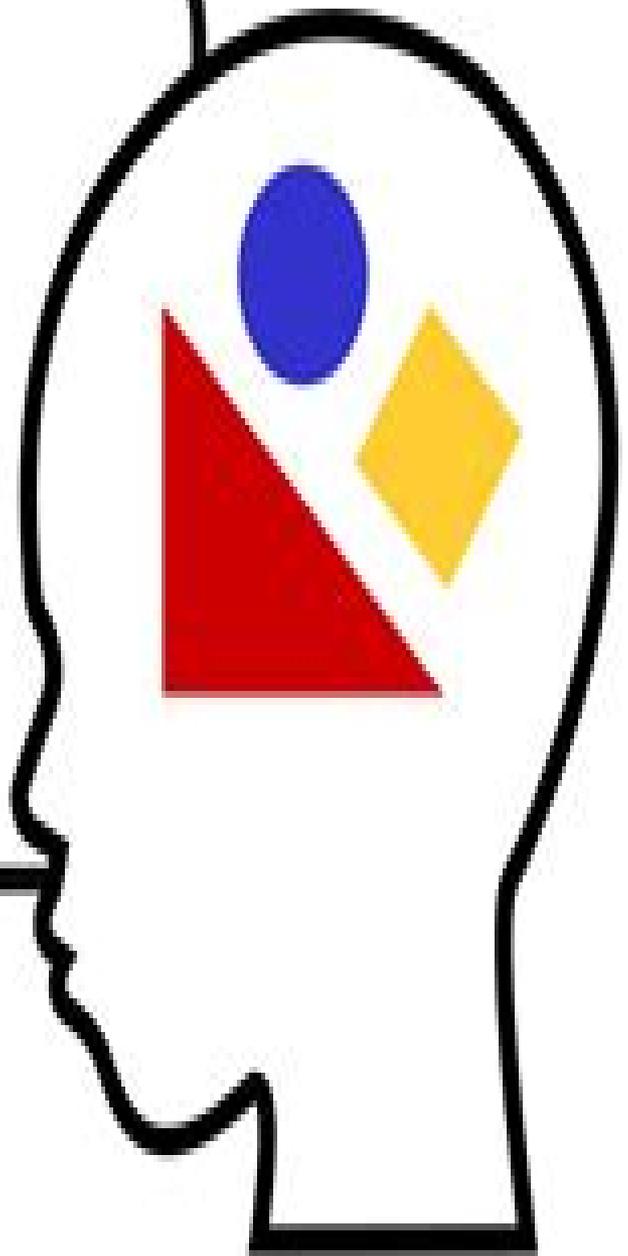


Child Language and Cognition Lab



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**F. Nihan Ketrez,Aylin C. Kuntay,Şeyda
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Child Language and Cognition Mabel Rice, Susan Kemper, 1984 **Child Language and Cognition** Mabel L. Rice, Susan Kemper, 1984-01-01 **Modularity and Constraints in Language and Cognition** Megan R. Gunnar, Michael Maratsos, 2014-02-25 One of the central problems in the study of modern cognition is the degree to which higher cognition is modularized that is how much are higher functions carried out by domain specific specialized cognitive subsystems rather than a highly general cognitive learning and inferring device To date ideas and proposals about modularity have been best developed in the study of vision and grammar In the present volume the usefulness of approaches employing modularity and domain specificity are further explored in papers on the development of biological thought word meaning symbols and emotional development as well as in the core area of grammar itself by leading researchers in these fields The volume also contains an introduction to some basic ideas and concepts in the study of modularity and domain specificity and some critical discussion of the overall problems of the modularity constraints approach to analyzing development *Interaction, Conversation, and the Development of Language* Michael Lewis, Leonard A. Rosenblum, 1977 *Handbook of Child Psychology, Cognition, Perception, and Language* William Damon, 1997-10-07 This four volume handbook is the definitive reference in the field of child development It serves as a sourcebook encyclopedia and research review 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 *Ten Lectures on Language, Cognition, and Language Acquisition* Melissa Bowerman, 2018-07-17 In her Beijing lectures Melissa Bowerman presents a lucid introduction and account of her research on a range of topics how children acquire the semantics of spatial terms how they construct categories and acquire the semantics of nouns and how they master the semantics of verbs in early language acquisition Bowerman also covers the learning of argument structure and expressions of end state with special attention to the adult speech that guides children and hence also the role of typology in acquisition how cross linguistic variation affects for example how speakers represent cutting and breaking in different languages and the relation of the Whorfian Hypothesis to cross linguistic variations in the semantics of languages

Bowerman's overriding concern throughout is with how children come to master the first language being spoken to them by their parents and caregivers

Language, Cognition, and Human Nature Steven Pinker, 2013-09-27 Language Cognition and Human Nature collects together for the first time much of Steven Pinker's most influential scholarly work on language and cognition. Pinker's seminal research explores the workings of language and its connections to cognition, perception, social relationships, child development, human evolution, and theories of human nature. This eclectic collection spans Pinker's thirty-year career, exploring his favorite themes in greater depth and scientific detail. It includes thirteen of Pinker's classic articles ranging over topics such as language development in children, mental imagery, the recognition of shapes, the computational architecture of the mind, the meaning and uses of verbs, the evolution of language and cognition, the nature/nurture debate, and the logic of innuendo and euphemism. Each outlines a major theory or takes up an argument with another prominent scholar such as Stephen Jay Gould, Noam Chomsky, or Richard Dawkins. Featuring a new introduction by Pinker that discusses his books and scholarly work, this collection reflects essential contributions to cognitive science by one of our leading thinkers and public intellectuals.

Social Interaction and the Development of Language and Cognition Alison Garton, 1992-01-01 For students of developmental psychology, this book should be a useful reference guide to the main concepts concerned with motherese, scaffolding, socio-cognitive learning, and joint problem solving. It is also a contribution to the debate on the influence of social behaviour on development.

Social Environment and Cognition in Language Development F. Nihan Ketrez, Aylin C. Küntay, Şeyda Özçalışkan, Ashlı Özyürek, 2017-07-18 Language development is driven by multiple factors involving both the individual child and the environments that surround the child. The chapters in this volume highlight several such factors as potential contributors to developmental change, including factors that examine the role of immediate social environment (i.e. parent, SES, parent and sibling input, peer interaction) and factors that focus on the child's own cognitive and social development such as the acquisition of theory of mind, event knowledge, and memory. The discussion of the different factors is presented largely from a crosslinguistic framework using a multimodal perspective (speech, gesture, sign). The book celebrates the scholarly contributions of Prof. Ayhan Aksu-Ko, a pioneer in the study of crosslinguistic variation in language acquisition, particularly in the domain of evidentiality and theory of mind. This book will serve as an important resource for researchers in the field of developmental psychology, cognitive science, and linguistics across the globe.

Child Language Barbara C. Lust, 2006-09-21 The remarkable way in which young children acquire language has long fascinated linguists and developmental psychologists alike. Language is a skill that we have essentially mastered by the age of three and with incredible ease and speed despite the complexity of the task. This accessible textbook introduces the field of child language acquisition, exploring language development from birth. Setting out the key theoretical debates, it considers questions such as what characteristics of the human mind make it possible to acquire language, how far acquisition is biologically programmed, and how far it is influenced by our environment, what makes second language learning in adulthood

different from first language acquisition and whether the specific stages in language development are universal across languages Clear and comprehensive it is set to become a key text for all courses in child language acquisition within linguistics developmental psychology and cognitive science

The Development of Word Meaning Stan Kuczaj, Martyn D. Barrett, 2012-12-06 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

Language, Cognition, and Computational Models Thierry Poibeau, Aline Villavicencio, 2018-01-25 This book uses recent computational models to explore issues related to language and cognition

Language, Cognition, and the Brain Karen Emmorey, 2001-11 Intro to Amer Sign Lang w focus on psychological processes involvd in its acquisition use as well as the brain bases of ASL An upper level txt w readership among researchers in cognitive psych cognitive neuroscience language linguistics speech

Papers and Reports on Child Language Development, 1987

Language Acquisition Paul Ibbotson, 2022-06-29 Language Acquisition The Basics is an accessible introduction to the must know issues in child language development Covering key topics drawn from contemporary psychology linguistics and neuroscience readers are introduced to fundamental concepts methods controversies and discoveries It follows the remarkable journey children take from becoming sensitive to language before birth to the time they string their first words together from when they use language playfully to when they tell stories hold conversations and share complex ideas Using examples from 73 different languages Ibbotson sets this development in a diverse cross cultural context as well as describing the universal psychological foundations that allow language to happen This book which includes further reading suggestions in each chapter and a glossary of key terms is the perfect easy to understand introductory text for students teachers clinicians or anyone with an interest in language development Drawing together the latest research on typical atypical and multilingual development it is the concise beginner s guide to the field

Research on Child Language Acquisition

International Congress for the Study of Child Language. Conference,2001 Cognition and the Development of Language,1970 **What it Takes to Talk** Paul Ibbotson,2020-07-20 This book puts cognition back at the heart of the language learning process and challenges the idea that language acquisition can be meaningfully understood as a purely linguistic phenomenon For each domain placed under the spotlight memory attention inhibition categorisation analogy and social cognition the book examines how they shape the development of sounds words and grammar The unfolding cognitive and social world of the child interacts with constrains and predicts language use at its deepest levels The conclusion is that language is special not because it is an encapsulated module separate from the rest of cognition but because of the forms it can take rather than the parts it is made of and because it could be nature s finest example of cognitive recycling and reuse

Brain, Cognition and Language Connection: Current Issues in Child Language Yvette D. Hyter,2014 This theme issue focuses on relationships between the brain cognition and language and the implications that these relationships have for providing assessment and intervention services to individuals with language based impairments The Child Language Committee of the IALP compiled this issue with the goal of stimulating evidenced based practice and research related to language acquisition and its impairments exhibited by a range of populations across numerous contexts Scholars from various parts of the world contributed articles that address the neurodevelopmental and cognitive underpinnings of language with respect to typically developing children and adolescents for late talkers and for individuals who have language impairments resulting from diverse etiologies such as autism and Down s syndrome All of the articles show the need for those providing assessment and intervention services to pay attention to the underlying skills of individual children and adolescents with language impairments This publication is valuable reading for speech language pathologists general and special educators as well as psychologists and psychiatrists who work with individuals diagnosed with cognitive impairments

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