

From First Words to Grammar

*Individual differences and
dissociable mechanisms*



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From First Words To Grammar Individual Differences And Dissociable Mechanisms

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From First Words To Grammar Individual Differences And Dissociable Mechanisms:

From First Words to Grammar Elizabeth Bates, Inge Bretherton, Lynn Sebestyen Snyder, 1991-09-27 This book is a comprehensive study of the passage from first words to grammar in a sample of children large enough to permit systematic analysis of individual differences in style and rate of development The authors provide a large body of information about first words and early grammatical development in qualitative and quantitative patterns that are useful not only for researchers in the field but for speech language pathologists and early childhood educators interested in the assessment of early language The results support a unified functionalist approach to language development and have implications for the way we think about the structure and breakdown of language under normal and abnormal conditions **From First Words to Grammar** Elizabeth Bates, Inge Bretherton, Lynn Sebestyen Snyder, 1991 **From First Words to Grammar** Elizabeth Bates, 1988

Individual Differences in Infancy John Colombo, Jeffrey Fagen, 2014-02-25 The papers presented in this volume written by active and well known researchers discuss experimental research that has validated the importance of infancy in individual development over the age continuum In addition a diverse overview section contains informative chapters on conceptual models for individual differences during infancy including individual differences from the perspective of dynamical systems theory the logic of behavioral genetic designs and their use in the delineation of genetic contributions to individual differences coverage of basic statistical treatments for individual difference data focussing on cluster analytic techniques **The Development of Language** Martyn Barrett, 2016-01-28 This book presents a general overview of our current knowledge of language development in children All the principal strands of language development are covered including phonological lexical syntactic and pragmatic development bilingualism precursors to language development in infancy and the language development of children with developmental disabilities including children with specific language impairment Written by leading international authorities each chapter summarises clearly and lucidly our current state of knowledge and carefully explains and evaluates the theories which have been proposed to account for children s development in that area **The Bilingual Brain** Arturo E. Hernandez, 2013-11 Arturo Hernandez presents the results of 25 years of research into the factors that might help us to understand how two or more languages are stored in one brain It is clear that the brain is not egalitarian some languages are privileged and others are not but why **The Psychology of Language** Trevor A. Harley, 2013-12-16 This thorough revision and update of the popular second edition contains everything the student needs to know about the psychology of language how we understand produce and store language

Developmental Psychology Margaret Harris, George Butterworth, 2012-12-06 **Developmental Psychology A Student s Handbook** is a major textbook that provides an up to date account of theory and research in the rapidly changing field of child development Margaret Harris and George Butterworth have produced an outstanding volume that includes recent research from Britain Europe and the USA The text is designed for undergraduate students who have little or no prior

knowledge of developmental psychology Key features include Specially designed textbook features such as key term definitions chapter summaries and annotated further reading sections Over 95 figures and tables to illustrate principles described in the text Additional boxed material to add further insight and aid understanding Clear user friendly layout to make topics easy to locate The book places developmental psychology in its historical context tracing the emergence of the field as an independent discipline at the end of the 19th century and following the radical changes that have occurred in our understanding of children s development since then The development of the child is covered in sequence through conception pre natal development birth infancy and the pre school years to the achievements of the school years and the changes that occur during adolescence Each period is addressed in terms of cognitive social and linguistic development including discussion of reading spelling and mathematical development There is also consideration of comparative research concerning the development of cognitive abilities in other primates Developmental Psychology A Student s Handbook is essential reading for all undergraduate students of developmental psychology It will also be of interest to those in education and healthcare studying child development

Origins of Language Disorders Donna J. Thal, Judith S. Reilly, 2014-10-13 This special issue represents the initial products of the first five years of a multi center project entitled Origins of Communicative Disorders As the title implies the common goal of investigators involved in this project was to describe the development of communicative skills from their earliest measurable points so that factors characterizing the earliest stages of communicative disorders can be teased apart from those which lead to development of typical language ability in later childhood The papers in this volume provide a comprehensive picture of early language development and its neural correlates across a range of typical and atypical populations By looking at language abilities from their point of origin from the very first signs of word comprehension to the emergence of grammar the authors construct a foundation for future research on the nature and etiology of communication disorders

The Linguistic Individual Barbara Johnstone, 1996 Linguists usually discuss language or dialects in terms of groups of speakers Believing that patterns can be seen more clearly in the group than the individual researchers often present group scores with no indication of the variation within the group Even though linguists acknowledge that no two individuals speak alike few study individual variation and voice Barbara Johnstone makes a case for the individual s importance and idiosyncrasies in language and linguistics Using theoretical arguments and discourse analysis along with linguistic examples from a variety of speakers and settings Johnstone illustrates how speakers draw on linguistic models associated with class ethnicity gender and region among others to construct an individual voice In doing so Johnstone shows that certain important questions in sociolinguistics and pragmatics can only be answered with reference to individual speakers Johnstone s study is important both for the understanding of speech as expressive of self and for the study of variation and mechanisms of linguistic choice and change

Handbook of Cognitive Linguistics Ewa Dabrowska, Dagmar Divjak, 2015-05-19 Cognitive Linguistics is an approach to language study based on the assumptions that

our linguistic abilities are firmly rooted in our cognitive abilities that meaning is essentially conceptualization and that grammar is shaped by usage The Handbook of Cognitive Linguistics provides state of the art overviews of the numerous subfields of cognitive linguistics written by leading international experts which will be useful for established researchers and novices alike It is an interdisciplinary project with contributions from linguists psycholinguists psychologists and computer scientists which will emphasise the most recent developments in the field in particular the shift towards more empirically based research In this way it will we hope help to shape the field encouraging methodologically more rigorous research which incorporates insights from all the cognitive sciences Editor Ewa D browska was awarded the Alexander von Humboldt Professorship 2018 Language Development: Foundations, Processes, and Clinical Applications Brian B. Shulman,Nina Capone Singleton,2009-02-19 *The Wiley-Blackwell Handbook of Infant Development, Volume 1* J. Gavin Bremner,Theodore D. Wachs,2011-07-11 Now part of a two volume set the fully revised and updated second edition of The Wiley Blackwell Handbook of Infant Development Volume 1 Basic Research provides comprehensive coverage of the basic research relating to infant development Updated fully revised and expanded this two volume set presents in depth and cutting edge coverage of both basic and applied developmental issues during infancy Features contributions by leading international researchers and practitioners in the field that reflect the most current theories and research findings Includes editor commentary and analysis to synthesize the material and provide further insight The most comprehensive work available in this dynamic and rapidly growing field *The Wiley-Blackwell Handbook of Infant Development, 2 Volume Set* J. Gavin Bremner,Theodore D. Wachs,2014-01-28 Now in two volumes the fully revised and updated second edition of The Wiley Blackwell Handbook of Infant Development provides comprehensive coverage of the basic research and applied and policy issues relating to infant development Updated fully revised and expanded this two volume set presents in depth and cutting edge coverage of both basic and applied developmental issues during infancy Features contributions by leading international researchers and practitioners in the field that reflect the most current theories and research findings Includes editor commentary and analysis to synthesize the material and provide further insight The most comprehensive work available in this dynamic and rapidly growing field The hardcover version of this book is printed in two volumes The paperback version offers the content of Volume I and Volume II combined into a single book New Trends in Typical and Atypical Language Acquisition Eliseo Diez-Itza, Alejandra Auza B.,Victoria Marrero-Aguilar,Eva Aguilar-Mediavilla,2025-03-10 This Research Topic is associated to the AEAL International Congress for the Study of Language Acquisition The triennial AEAL conference is one of the most important scientific events in the field of language acquisition and brings together experts in language acquisition in areas as diverse as grammar lexicon discourse pragmatics psycholinguistics neurolinguistics sociolinguistics and language teaching and education The Association for the Study of Language Acquisition AEAL promotes the study of language acquisition and development both in monolingual and multilingual situations paying

special attention to the acquisition of Spanish Basque Catalan and Galician as well as to the relationship of language with psychological social educational and biological processes

Children's Language and Communication Difficulties Julie Dockrell, 1999-06-03 Children's language difficulties affect many areas of functioning and development. Since most children with these difficulties are expected to function in ordinary schools and nurseries, it is important that parents, teachers, and practitioners have a broad understanding of the issues. Language and communication problems typically fall under the umbrella terms language disability, language delay, or language difficulties. They can range from an occasional difficulty with certain sounds to an inability to communicate using spoken language. These problems can occur in isolation or be associated with a range of special needs such as hearing loss, visual impairment, or learning disabilities. This is the first introductory text to outline the difficulties experienced by children and link these to issues surrounding multidisciplinary assessment, intervention, and service provision. *Children's Language and Communication Difficulties* offers professionals and parents an up-to-date account of the developmental language problems that children experience, the provision available to meet the child's needs, the long-term impact of language difficulties. The authors examine the problems of identification and diagnosis and explore the range of physical and cognitive disabilities associated with language problems. They have also looked closely at alternative forms of communication and have provided the reader with discussion and evaluation of recently developed intervention techniques.

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 development.

A Portrait of the Young in the New Multilingual Spain Carmen Pérez Vidal, Maria Juan-Garau, 2008 This book examines the main issues in bilingual and multilingual language acquisition through children and youngsters growing up in today's multicultural Spain, where four official languages and other new languages are used. The studies cover phonetics, grammar, and semantics.

Research Methods in Child Language Erika Hoff, 2011-09-06 This is a comprehensive and accessible guide to the methods researchers use to study child language, written by experienced scholars in the study of language development. Presents a comprehensive survey of laboratory and naturalistic techniques used in the study of different domains of language, age ranges, and populations, and explains the questions addressed by each technique. Presents new research methods such as the use of functional Near-Infrared Spectroscopy (fNIRS) to study the activity of the brain. Expands on more traditional research methods such as collection, transcription, and coding of speech samples that have been transformed by new hardware and software.

The Oxford Handbook of the Mental Lexicon Anna Papafragou, John C. Trueswell, Lila R. Gleitman, 2022-01-07 This volume brings together the latest research from leading scholars on the mental lexicon, the representation of language in the mind/brain at the level of individual words and meaningful sub-word units. In recent years, the study of words as mental objects has grown rapidly across several fields, including linguistics, psychology, philosophy, neuroscience, education, and cognitive science.

This comprehensive collection spans multiple disciplines topics theories and methods to highlight important advances in the study of the mental lexicon identify areas of debate and inspire innovation in the field from present and future generations of scholars The book is divided into three parts Part I presents modern linguistic and cognitive theories of how the mind brain represents words at the phonological morphological syntactic semantic and pragmatic levels This part also discusses broad architectural issues pertaining to the internal organization of the lexicon the relation between words and concepts and the role of compositionality Part II examines how children learn the form and meaning of words in their native language bridging learner and environment driven contributions and taking into account variability across both individual learners and communities Chapters in the final part explore how the mental lexicon contributes to language use during listening speaking and conversation and includes perspectives from bilingualism sign languages and disorders of lexical access and production

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