

Action Meets Word

HOW CHILDREN LEARN VERBS



EDITED BY

Kathy Hirsh-Pasek

Roberta Michnick Golinkoff

Action Meets Word How Children Learn Verbs

Letitia R. Naigles, Erika Hoff, Donna Ve

Action Meets Word How Children Learn Verbs:

Action Meets Word Kathy Hirsh-Pasek, Roberta Michnick Golinkoff, 2010-04-29 Although there has been a surge in our understanding of children's vocabulary growth theories of word learning lack a primary focus on verbs and adjectives. Researchers throughout the world recognize how our understanding of language acquisition can be at best partial if we cannot comprehend how verbs are learned. This volume represents a proliferation of research on the frontier of early verb learning enhancing our understanding of the building blocks of language and considering new ways to assess key aspects of language growth.

Gesture in Language Aliyah Morgenstern, Susan Goldin-Meadow, 2021-12-06 Through constant exposure to adult input in interaction children's language gradually develops into rich linguistic constructions containing multiple cross-modal elements subtly used together for communicative functions. Sensorimotor schemas provide the grounding of language in experience and lead to children's access to the symbolic function. With the emergence of vocal or signed productions gestures do not disappear but remain functional and diversify in form and function as children become skilled adult multimodal conversationalists. This volume examines the role of gesture over the human lifespan in its complex interaction with speech and sign. Gesture is explored in the different stages before, during, and after language has fully developed and a special focus is placed on the role of gesture in language learning and cognitive development. Specific chapters are devoted to the use of gesture in atypical populations.

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Afterword Gesture as Part of Language or Partner to Language Across the Lifespan

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Understanding Actions, States, and Events Susan Douglas, 2012-03-30 This book explores an understudied area of language development in autism: namely, how children with

autism learn the meaning of verbs The key feature is a profile of verb acquisition in autism derived from qualitative analysis of the conversational language of ten children with autism Douglas examines whether this profile is typical or atypical compared with verb learning in neurotypical children Verb use is central to linguistic development and the ability of children with autism to develop and use verb categories is of interest because verbs also encode information about the number and type of participants and the temporal location of the activity event Moreover the acquisition of verb meanings is often dependent on other cognitive skills such as the recognition that human beings have beliefs and desires which motivate their actions All these are areas which are widely considered problematic for children with autism and continue to generate much discussion among researchers and clinicians This investigation is among the first studies of its type offering new insights into the process of language acquisition in autism

The Cambridge Handbook of Child Language Edith L. Bavin, Letitia R. Naigles, 2015-11-26 The most authoritative resource for students and researchers The Cambridge Handbook of Child Language has been thoroughly updated and extended Enhancements include new chapters on the acquisition of words processing deficits in children with specific language impairments and language in children with Williams syndrome new authors for the bilingualism and autism chapters a refocused discourse chapter on written narratives and a new section on reading and reading disorders cementing the handbook's position as the best study of the subject available In a wide ranging survey language development is traced from prelinguistic infancy to adolescence in typical and atypical contexts the material is intuitively grouped into six thematic sections enabling readers to easily find specific in depth information With topics as varied as statistical learning bilingualism and the neurobiology of reading disorders this multidisciplinary Handbook is an essential reference for students and researchers in linguistics psychology cognitive science speech pathology education and anthropology

Words and the Mind Barbara Malt, Phillip Wolff, 2010-03-01 As the authors positions on theoretical issues span the range of viewpoints the book will provide a fair and balanced treatment of the debates associated with the language thought interface It will appeal to researchers and students in psychology and linguistics with interests in word meaning concepts and their development

Flexibility in Early Verb Use Letitia R. Naigles, Erika Hoff, Donna Veal, 2009-09-01 Flexibility and productivity are hallmarks of human language use Competent speakers have the capacity to use the words they know to serve a variety of communicative functions to refer to new and varied exemplars of the categories to which words refer and in new and varied combinations with other words When and how children achieve this flexibility and when they are truly productive language users are central issues among accounts of language acquisition The current study tests competing hypotheses of the achievement of flexibility and some kinds of productivity against data on children's first uses of their first acquired verbs Eight mothers recorded their children's first 10 uses of 34 early acquired verbs if those verbs were produced within the window of the study The children were between 16 and 20 months when the study began depending on when the children started to produce verbs were followed for between 3 and 12 months and produced between 13 and 31 of

the target verbs These diary records provided the basis for a description of the pragmatic semantic and syntactic properties of early verb use The data revealed that within this early initial period of verb use children use their verbs both to command and describe they use their verbs in reference to a variety of appropriate actions enacted by a variety of actors and with a variety of affected objects and they use their verbs in a variety of syntactic structures All 8 children displayed semantic and grammatical flexibility before 24 months of age These findings are more consistent with a model of the language learning child as an avid generalizer than as a conservative language user Children s early verb use suggests abilities and inclinations to abstract from experience that may indeed begin in infancy *Child Language Acquisition* Ben Ambridge,Elena V. M. Lieven,2011-03-17 Is children s language acquisition based on innate linguistic structures or built from cognitive and communicative skills This book summarises the major theoretical debates in all of the core domains of child language acquisition research phonology word learning inflectional morphology syntax and binding and includes a complete introduction to the two major contrasting theoretical approaches generativist and constructivist For each debate the predictions of the competing accounts are closely and even handedly evaluated against the empirical data The result is an evidence based review of the central issues in language acquisition research that will constitute a valuable resource for students teachers course builders and researchers alike *Blackwell Handbook of Language Development* Erika Hoff,Marilyn Shatz,2009-05-11 The Blackwell Handbook of Language Development provides a comprehensive treatment of the major topics and current concerns in the field exploring the progress of 21st century research its precursors and promising research topics for the future Provides comprehensive treatments of the major topics and current concerns in the field of language development Explores foundational and theoretical approaches Focuses on the 21st century s research into the areas of brain development computational skills bilingualism education and cross cultural comparison Looks at language development in infancy through early childhood as well as atypical development Considers the past work present research and promising topics for the future Broad coverage makes this an excellent resource for graduate students in a variety of disciplines **Encyclopedia of Language Development** Patricia J. Brooks,Vera Kempe,2014-03-28 The progression from newborn to sophisticated language user in just a few short years is often described as wonderful and miraculous What are the biological cognitive and social underpinnings of this miracle What major language development milestones occur in infancy What methodologies do researchers employ in studying this progression Why do some become adept at multiple languages while others face a lifelong struggle with just one What accounts for declines in language proficiency and how might such declines be moderated Despite an abundance of textbooks specialized monographs and a couple of academic handbooks there has been no encyclopedic reference work in this area until now The Encyclopedia of Language Development covers the breadth of theory and research on language development from birth through adulthood as well as their practical application Features This affordable A to Z reference includes 200 articles that address such topic areas as theories and

research tradition biological perspectives cognitive perspectives family peer and social influences bilingualism special populations and disorders and more All articles signed and authored by key figures in the field conclude with cross reference links and suggestions for further reading Appendices include a Resource Guide with annotated lists of classic books and articles journals associations and web sites a Glossary of specialized terms and a Chronology offering an overview and history of the field A thematic Reader s Guide groups related articles by broad topic areas as one handy search feature on the e Reference platform which includes a comprehensive index of search terms Available in both print and electronic formats Encyclopedia of Language Development is a must have reference for researchers and is ideal for library reference or circulating collections

Encyclopedia of Infant and Early Childhood Development ,2020-03-13 Encyclopedia of Infant and Early Childhood Development Second Edition provides a comprehensive entry point into the existing literature on child development in the fields of psychology genetics neuroscience and sociology Featuring 171 chapters across 3 volumes this work helps readers understand these developmental changes when they occur why they occur how they occur and the factors that influence development Although some medical information is included the emphasis lies mainly in normal growth primarily from a psychological perspective Comprehensive and in depth scholarly articles cover theoretical applied and basic science topics providing an interdisciplinary approach All articles have been completely updated making this resource ideal for a wide range of readers including advanced undergraduate and graduate students researchers and clinicians in developmental psychology medicine nursing social science and early childhood education Cutting edge content that cover the period of neonates to age three Organized alphabetically by topic for ease of reference Provides in depth scholarly articles covering theoretical applied and basic science Includes suggested readings at the end of each article

Unveiling the Power of Verbal Artistry: An Psychological Sojourn through **Action Meets Word How Children Learn Verbs**

In some sort of inundated with displays and the cacophony of fast transmission, the profound energy and emotional resonance of verbal beauty usually fade in to obscurity, eclipsed by the continuous assault of sound and distractions. However, set within the musical pages of **Action Meets Word How Children Learn Verbs**, a interesting perform of fictional beauty that impulses with organic feelings, lies an unforgettable trip waiting to be embarked upon. Penned with a virtuoso wordsmith, this mesmerizing opus books viewers on a psychological odyssey, gently revealing the latent potential and profound impact embedded within the complex internet of language. Within the heart-wrenching expanse of this evocative analysis, we can embark upon an introspective exploration of the book is main styles, dissect their captivating publishing model, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

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