



Word, object, and conceptual development

Jeremy M Anglin

Note: This is not the actual book cover

Word Object And Conceptual Development

Lois Bloom, Margaret Lahey



Word Object And Conceptual Development:

Word, Object, and Conceptual Development Jeremy M. Anglin, 1977-01-01 **Early Category and Concept Development** David H. Rakison, Lisa M. Oakes, 2008-12-30 Whether or not infants earliest perception of the world is a blooming buzzing confusion it is not long before they come to perceive structure and order among the objects and events around them At the core of this process and cognitive development in general is the ability to categorize to group events objects or properties together and to form mental representations or concepts that encapsulate the commonalities and structure of these categories Categorization is the primary means of coding experience underlying not only perceptual and reasoning processes but also inductive inference and language The aim of this book is to bring together the most recent findings and theories about the origins and early development of categorization and conceptual abilities Despite recent advances in our understanding of this area a number of hotly debated issues remain at the center of the controversy over categorization Researchers continue to ask questions such as Which mechanisms for categorization are available at birth and which emerge later What are the relative roles of perceptual similarity and nonobservable properties in early classification What is the role of contextual variation in categorization by infants and children Do different experimental procedures reveal the same kind of knowledge Can computational models simulate infant and child categorization How do computational models inform behavioral research What is the impact of language on category development How does language partition the world This book is the first to address these and other key questions within a single volume The authors present a diverse set of views representing cutting edge empirical and theoretical advances in the field The result is a thorough review of empirical contributions to the literature and a wealth of fresh theoretical perspectives on early categorization **The Development of Language and Language Researchers** Roger Brown, Frank S. Kessel, 1988 First Published in 1988 Routledge is an imprint of Taylor Francis an informa company *Papers and Reports on Child Language Development* , 1980

Children's Language Keith E. Nelson, 1978 **Infant Memory** Morris Moscovitch, 1984-08 The study of infant memory has flourished in the past decade for a number of reasons not the least of which is the tremendous growth of interest in normal and pathological adult memory that began in the late fifties Despite its common lineage to other areas of memory research however infant memory has perhaps been the least integrated into the mainstream In reading the literature one gets a sense of discontinuity between the study of infant memory and memory at all other stages of development from childhood to old age The reasons for this are not hard to find The techniques used to study memory in infants are usually very different from those typically used even in children These techniques often limit the kind of inferences one can draw about the nature of the memory systems under investigation Even when terms concepts and theories from the adult literature are applied to infants they often bear only a loose relationship to their original usage For example an infant who stares longer at a new pattern than an old one is said to recognize the old one and to have a memory system that shares many

characteristics with a memory system that makes recognition possible in adults Similarly an infant who emits a previously learned response such as a leg kick to an old stimulus is said to recall that response and to be engaged in processes similar to those of adults who are recalling past events

Proceedings from the Main Session of the Chicago Linguistic Society's ... Meeting Chicago Linguistic Society. Meeting, 2002

Memory Organization and Structure C. Richard Puff, 1979

Early Supplementary Feeding and Cognition Ernesto Pollitt, 1993 The effects of good nutrition on cognitive development are demonstrated in this longitudinal study conducted in four rural villages in Guatemala Particular attention is given to subjects who were exposed to a dietary supplement prenatally and during the first two years of life These subjects scored significantly higher on tests of knowledge reading vocabulary and numeracy The contrasts among tests scores were more pronounced in young adulthood than in early childhood

Progress in Pediatric Psychology William J. Burns, John V. Lavigne, 1984

Language Development and Language Disorders Lois Bloom, Margaret Lahey, 1978

Metalinguistic Development Jean Emile Gombert, 1992 This book reviews and analyzes what is known about metacognitive processes in relation to language Each of its seven chapters deals systematically with the relationship between the comprehension and production of the phonetic syntactic semantic pragmatic and textual aspects of language This material is then related to the metacognitive principles which govern reflective awareness A concluding chapter deals with written language and metalinguistics From publisher's description

Advances in Infancy Research Carolyn Rovee-Collier, Lewis P. Lipsitt, Harlene Hayne, 1999-02-16 The articles appearing here serve as primary references of authors programmatic studies providing a forum for new technological and methodological developments or new integrations that have the potential of influencing the theoretical and research perspectives of others who study infant behavior and development This volume is dedicated to a Eleanor E Maccoby a major contemporary researcher whose contributions and insights in the field of infant behavior and development have been of great importance and whose work has inspired the research of others

The International Encyclopedia of Curriculum A. Lewy, 1991-04-10 The International Encyclopedia of Curriculum is a unique collection of analytical and empirical studies on curriculum related issues Its 280 articles authored by experts from 22 countries are grouped in two sections The first Curriculum as a Domain of Enquiry contains articles dealing with general topics in this field The second Specific Study Areas contains articles on more than 120 subjects currently taught in schools It is the first attempt to provide in a single volume a comprehensive review of approaches and problems related to teaching traditional school subjects such as mathematics history and classical languages as well as the innovative ones such as film studies women's studies communication skills set theory in mathematics and energy education The book is an invaluable tool for educationists educational administrators supervisors researchers policy makers and curriculum planners and a source of information and inspiration for teachers and school level curriculum coordinators

Language Development and Intervention with the Hearing Impaired Richard R. Kretschmer (Jr.), Laura W. Kretschmer, Roberta R. Truax, 1978

Acquiring Language in a Conversational Context Christine Howe,1981 **Early Childhood Experiences in Language Arts** Jeanne M. Machado,1990 *Concept Development in Nursing* Beth L. Rodgers,Kathleen Astin Knafl,2000 This book presents state of the art methods for developing concepts appropriate for nursing It presents a wide array of approaches to concept developments ranging from the classic to the cutting edge in a matter that balances philosophical foundations with techniques and practical examples Explores approaches ranging from the classic to constructivist to critical or postmodern Balances philosophy and methods illustrating each method with a complete example of a specific concept developed using that method **The Development of Language** Jean Berko Gleason,1993 Language Development Peter A. Reich,1986 Written to explain the development of language from birth with the perception of sound and speech to the acquisition of having more than one language It also covers learning disorders and critical theory

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