

Child Language Acquisition Contrasting Theoretical Approaches

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. *Transforming the Workforce for Children Birth Through Age 8* explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. *Transforming the Workforce for Children Birth Through Age 8* offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

In recent years the field has seen an increasing realisation that the full complexity of language acquisition demands theories that (a) explain how children integrate information from multiple sources in the environment, (b) build linguistic representations at a number of different levels, and (c) learn how to combine these representations in order to communicate effectively. These new findings have stimulated new theoretical perspectives that are more centered on explaining learning as a complex dynamic interaction between the child and her environment. This book is the first attempt to bring some of these new perspectives together in one place. It is a collection of essays written by a group of researchers who all take an approach centered on child-environment interaction, and all of whom have been influenced by the work of Elena Lieven, to whom this collection is dedicated.

Taking an accessible and cross-linguistic approach, *Understanding Child Language Acquisition* introduces readers to the most important research on child language acquisition over the last fifty years, as well as to some of the most influential theories in the field. Rather than just describing what children can do at different ages Rowland explains why these research findings are important and what they tell us about how children acquire language. Key features include: Cross-linguistic analysis of how language acquisition differs between languages A chapter on how multilingual children acquire several languages at once Exercises to test comprehension Chapters organised around key questions that summarise the critical issues posed by researchers in the field, with summaries at the end Further reading suggestions to broaden understanding of the subject With its particular focus on outlining key similarities and differences across languages and what this cross-linguistic variation means for our ideas about language acquisition, *Understanding Child Language Acquisition* forms a comprehensive introduction to the subject for students of linguistics, psychology and speech and language therapy. Students and instructors will benefit from the comprehensive companion website that includes a students' section featuring interactive comprehension exercises, extension activities, chapter recaps and answers to the exercises within the book. Material for instructors includes sample essay questions, answers to the extension activities for students and a Powerpoint including all the figures from the book. www.routledge.com/cw/rowland

The digital age is changing our children's lives and childhood dramatically. New technologies transform the way people interact with each other, the way stories are shared and distributed, and the way reality is presented and perceived. Parents experience that toddlers can handle tablets and apps with a level of sophistication the children's grandparents can only envy. The question of how the ecology of the child affects the acquisition of competencies and skills has been approached from different angles in different disciplines. In linguistics, psychology and neuroscience, the central question addressed concerns the specific role of exposure to language. Two influential types of theory have been proposed. On one view the capacity to learn language is hard-wired in the human brain: linguistic input is merely a trigger for language to develop. On an alternative view, language acquisition depends on the linguistic environment of the child, and specifically on language input provided through child-adult communication and interaction. The latter view further specifies that factors in situated interaction are crucial for language learning to take place. In the fields of information technology, artificial intelligence and robotics a current theme is to create robots that develop, as children do, and to establish how embodiment and interaction support language learning in these machines. In the field of human-machine interaction, research is investigating whether using a physical robot, rather than a virtual agent or a computer-based video, has a positive effect on language development. The Research Topic will address the following issues: - What are the methodological challenges faced by research on language acquisition in the digital age? - How should traditional theories and models of language acquisition be revised to account for the multimodal and multichannel nature of language learning in the digital age? - How should existing and future technologies be developed and transformed so as to be most beneficial for child language learning and cognition? - Can new technologies be tailored to support child growth, and most importantly, can they be designed in order to enhance specifically vulnerable children's language learning environment and opportunities? - What kind of learning mechanisms are involved? - How can artificial intelligence and robotics technologies, as robot tutors, support language development? These questions and issues can only be addressed by means of an interdisciplinary approach that aims at developing new methods of data collection and analysis in cross-sectional and longitudinal perspectives. We welcome contributions addressing these questions from an interdisciplinary perspective both theoretically and empirically.

Research Methods in Child Language

Creating Language

A Unifying Foundation

Semantics and Morphology of Early Adjectives in First Language Acquisition

Strongly Elliptic Systems and Boundary Integral Equations

The Psychology of Language

Adolescence—beginning with the onset of puberty and ending in the mid-20s—is a critical period of development during which key areas of the brain mature and develop. These changes in brain structure, function, and connectivity mark adolescence as a period of opportunity to discover new vistas, to form relationships with peers and adults, and to explore one's developing identity. It is also a period of resilience that can ameliorate childhood setbacks and set the stage for a thriving trajectory over the life course. Because adolescents comprise nearly one-fourth of the entire U.S. population, the nation needs policies and practices that will better leverage these developmental opportunities to harness the promise of adolescence—rather than focusing myopically on containing its risks. This report examines the neurobiological and socio-behavioral science of adolescent development and outlines how this knowledge can be applied, both to promote adolescent well-being, resilience, and development, and to rectify structural barriers and inequalities in opportunity, enabling all adolescents to flourish.

This authoritative handbook explores the latest integrated theory for understanding human language, offering the most inclusive text yet published on the rapidly evolving emergentist paradigm. Brings together an international team of contributors, including the most prominent advocates of linguistic emergentism Focuses on the ways in which the learning, processing, and structure of language emerge from a competing set of cognitive, communicative, and biological constraints Examines forces on widely divergent timescales, from instantaneous neurolinguistic processing to historical changes and language evolution Addresses key theoretical, empirical, and methodological issues, making this handbook the most rigorous examination of emergentist linguistic theory ever

The function of "A dictionary of language acquisition: A comprehensive overview of key terms in first and second language acquisition" is to collect and synthesize the knowledge base that is already well accepted and that has been well researched. Thus, it is a reference guide which offers an authoritative and encyclopedic survey of key terms and concepts in the areas of language acquisition and development. The volume is intended as a resource to elucidate various concepts, issues, approaches, models, and theories of language acquisition in an efficient and accessible style. This book makes use of approximately 1000 alphabetical entries with cross references where necessary. This volume is designed to appeal to undergraduate and graduate students, teachers, lecturers, practitioners, researchers, consultants, and consumers of information across the field of both first and second language acquisition.

Always reflective of the latest research and thinking in the field, Patricia Miller's acclaimed text offers an ideal way to help students understand and distinguish the major theoretical schools of child development. This fully updated new edition includes a new focus on biological theories of development, and offers new instructor resource materials.

The Promise of Adolescence

Acquisition and Development

Brain, Mind, Experience, and School: Expanded Edition

The Handbook of Language Emergence

Language Development and Social Interaction in Blind Children

Bilingualism in Development

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 learn. Clearly babies come into the world remarkably receptive to its wonders. Their alertness to sights, sounds, and even abstract concepts makes them inquisitive explorers—and learning begins from the first waking minute. Well before formal schooling begins, children's early experiences lay the foundations for their later social behavior, emotional regulation, and literacy. Yet, for a variety of reasons, far too little attention is given to the quality of these crucial years. Outmoded theories, outdated facts, and undersized budgets all play a part in the uneven quality of early childhood education throughout our country. What will it take to provide better early education and care for our children between the ages of two and five? Eager to Learn explores this crucial question through the latest research findings on how young children learn and the impact of early learning. Key discoveries in how young children learn are reviewed in language accessible to parents and educators: findings about the interplay of biology and environment, variations in learning among individuals and children from different social and economic groups, and the importance of safety, nutrition and interpersonal warmth to early learning. Perhaps most significant, the book documents how very early in life learning really begins. Valuable conclusions and recommendations are presented in the areas of the teacher-child relationship, the organization and content of curriculum, meeting the needs of those children most at risk of school failure, teacher assessment of teaching and learning, and more. The book discusses: Evidence for competing theories, models, and approaches in the field and a hard look at some day-to-day practices generally used in preschool. The role of the teacher, the importance of peer interactions, and other relationships in the child's life. Learning needs of minority children, children with disabilities, and other special groups. Approaches to assessing young children's learning for the purposes of policy decisions, diagnosis of educational difficulties, and instructional planning. Preparation for the continuing development of teachers. Eager to Learn presents a comprehensive, coherent picture of early childhood learning, along with a clear path toward improving this important experience for all children.

This handbook provides a comprehensive survey of what is now known about psychological development, from birth to biological maturity, and it highlights how cultural, social, cognitive, and molecular processes work together to yield human behavior and changes in human behavior.

Decades of research have demonstrated that the parent-child dyad and the environment of the family—which includes all primary caregivers—are at the foundation of children's healthy development. From birth, children are learning and rely on parents and the other caregivers in their lives to protect and care for them. The impact of parents may never be more significant than during the earliest years of life, when a child's brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment. Children build and refine their knowledge and skills, charting a trajectory for their health and well-being during childhood and beyond. The experience of parenting also impacts parents. For instance, parenting can enrich and give focus to parents' lives; generate stress or calm; and create any number of emotions, including feelings of happiness, sadness, fulfillment, and exhaustion. Parenting of young children today takes place in the context of significant ongoing developments. These include: a rapidly growing body of science on early childhood, increases in federal and state programs and services for families, changing demographics of the U.S. population, and greater diversity of family structure. Additionally, parenting is increasingly being shaped by technology and increased access to information about parenting. Parenting Matters identifies parenting knowledge, attitudes, and practices associated with positive developmental outcomes in children and offers universal/preventive and targeted strategies used in a variety of settings that have been effective with parents of young children and that support the identified knowledge, attitudes, and barriers to and facilitators for parents' use of practices that lead to healthy child outcomes as well as their participation in effective programs and services. This report is directed at an array of stakeholders, for promoting the wide-scale adoption of effective programs and services for parents and on areas that warrant further research to inform policy. It is meant to serve as a roadmap for the future of parenting policy, research, and practice in the United States.

Language Development in the Digital Age

Realizing Opportunity for All Youth

'And The Two Shall Become One Flesh'

Principles and Practice in Second Language Acquisition

Language Play

Child Language

The present volume examines the relationship between second language practice and what is known about the process of second language acquisition, summarising the current acquisition theory, drawing general conclusions about its application to methods and materials and describing what characteristics effective materials should have. The author concludes that language teaching lies not so much in expensive equipment, exotic new methods, or sophisticated language analysis, but rather in the full utilisation of the most important resource: the language - in real communication.

In this exhilarating and often hilarious book, David Crystal examines why we devote so much time and energy to language games, how professionals make a career of them, and how we instinctively take to them. Crystal makes a simple argument—that since playing with language is so natural, a natural way to learn language is to play with it—while he discusses playful language, comic alphabets, rhymes, funny voices taken from dialect and popular culture, limericks, anagrams, scat singing, and much more.

A clear and practical introduction to second language acquisition, written for students encountering the topic for the first time.

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 child language acquisition research (phonology, word-learning, inflectional morphology, syntax and binding) and includes a complete introduction to the two major contrasting theoretical approaches: the 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 excellent overview of central issues in language acquisition research that will constitute a valuable resource for students, teachers, course-builders and researchers alike.

Contrasting Theoretical Approaches

Eager to Learn

Phonology and Second Language Acquisition

How People Learn

A Dictionary of Language Acquisition: A Comprehensive Overview of Key Terms in First and Second Language Acquisition

A Practical Guide

This accessible textbook is the only introduction to linguistics in which each chapter is written by an expert who teaches courses on that topic, ensuring balanced and uniformly excellent coverage of the full range of modern linguistics. Assuming no prior knowledge the text offers a clear introduction to the traditional topics of structural linguistics (theories of sound, form, meaning, and language change), and in addition provides full coverage of contextual linguistics, including separate chapters on discourse, dialect variation, language and culture, and the politics of language. There are also up-to-date separate chapters on language and the brain, computational linguistics, writing, child language acquisition, and second-language learning. The breadth of the textbook makes it ideal for introductory courses on language and linguistics offered by departments of English, sociology, anthropology, and communications, as well as by linguistics departments.

The Development of Children's Thinking offers undergraduate and graduate students in psychology and other disciplines an introduction to several core areas of developmental psychology. It examines recent empirical research within the context of longstanding theoretical debates. In particular, it shows how a grasp of classic theories within developmental psychology is vital for a grasp of new areas of research such as cognitive neuroscience that have impacted on our understanding of how children develop. The focus of this book will be on infancy and childhood, and it looks at: Theories and context of development How developmental psychology attempts to reconcile influences of nature and nurture Communication in infancy as a precursor to later thinking Language development in primates and young children Cognitive and social development, including the child's understanding of the mind How studies of moral reasoning reflect upon our understanding of development

Lecturers/Instructors - Request a free digital inspection copy here This is the best book on the market for taking students from 'how children acquire their first language' to the point where they can engage with key debates and current research in the field of child language. No background knowledge of linguistic theory is assumed and all specialist terms are introduced in clear, non-technical language. It is rare in its balanced presentation of evidence from both sides of the nature-nurture divide and its ability to make this complicated topic engaging and understandable to everyone. This edition includes Exercises to foster an understanding of key concepts in language and linguistics A glossary of key terms so students can always check back on the more difficult terms Suggestions for further reading including fascinating TED Talks that bring the subject to life Access to Multiple Choice Quizzes and other online resources so students can check they've understood what they have just read

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.

Body and Mind

Verbal Behavior

Its Social and Communicative Foundations

From Data to Theory

Child Language Acquisition

Studies Presented to Manfred Bierwisch

First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

This volume is a collection of 13 chapters, each devoted to a particular issue that is crucial to our understanding of the way learners acquire, learn, and use an L2 sound system. In addition, it spans both theory and application in L2 phonology. The book is divided into three parts, with each section unified by broad thematic content: Part I, "Theoretical Issues and Frameworks in L2 Phonology," lays the groundwork for examining L2

phonological acquisition. Part II, "Second Language Speech Perception and Production," examines these two aspects of L2 speech in more detail. Finally, Part III, "Technology, Training, and Curriculum," bridges the gap between theory and practice. Each chapter examines theoretical frameworks, major research findings (both classic and recent), methodological issues and choices for conducting research in a particular area of L2 phonology, and major implications of the research findings for more general models of language acquisition and/or pedagogy. The field of linguistic anthropology looks at human uniqueness and diversity through the lens of language, our species' special combination of art and instinct. Human language both shapes, and is shaped by, our minds, societies, and cultural worlds. This state-of-the-field survey covers a wide range of topics, approaches and theories, such as the nature and function of language systems, the relationship between language and social interaction, and the place of language in the social life of communities. Promoting a broad vision of the subject, spanning a range of disciplines from linguistics to biology, from psychology to sociology and philosophy, this authoritative handbook is an essential reference guide for students and researchers working on language and culture across the social sciences.

In this detailed exegesis of Ephesians 5: 21-33 Dr Sampley discusses and describes the background and sources of the Epistle.

Crossing the Boundaries in Linguistics

An Introduction to Language and Linguistics

How children use their environment to learn

Transforming the Workforce for Children Birth Through Age 8

The Basics

Second Language Learning Theories

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

Written by a team of leading experts working in different SLA specialisms, this fourth edition is a clear and concise introduction to the main theories of second language acquisition (SLA) from multiple perspectives, comprehensively updated to reflect the very latest developments SLA research in recent years. The book covers all the main theoretical perspectives currently active in SLA and sets each chapter within a broader framework. Each chapter examines the claims and scope of each theory and how each views language, the learner and the acquisition process, supplemented by summaries of key studies and data examples from a variety of languages. Chapters end with an evaluative summary of the theories discussed. Key features to this fourth edition include updated accounts of developments in cognitive approaches to second language (L2) learning, the implications of advances in generative linguistics and the "social turn" in L2 research, with re-worked chapters on functional, sociocultural and sociolinguistic perspectives, and an entirely new chapter on theory integration, in addition to updated examples using new studies. Second Language Learning Theories continues to be an essential resource for graduate students in second language acquisition.

Learning to Teach Young Children provides you with the tools to critically engage with the key concepts and beliefs in early childhood education theory and practice. The book is organized around ten propositions that are explored in relation to 30 key questions, for example: - What does it mean to honour children's right to be different? - What does it mean to learn? - How can images of childhood be used as frames for practice? Original comic-book style illustrations are used to explore key theoretical concepts in an accessible and engaging way. The book also includes a companion website offering overviews of the key concepts covered in the book, supplementary information and references, reflective questions and case studies to support your learning.

This book is a thorough revision of the highly successful text first published in 1994. The authors retain the multidisciplinary approach that presents research from linguistics, sociology, psychology, and education, in a format designed for use in an introductory course for undergraduate or graduate students. The research is updated throughout and there are new sections and chapters in this second edition as well. New chapters cover child language acquisition (first and second), Universal Grammar, and instructed language learning; new sections address issues, such as what data analysis doesn't show, replication of research findings, interlanguage transfer (multilingual acquisition and transfer), the aspect hypothesis, general nativism, connectionist approaches, and implicit/explicit knowledge. Major updates include nonlanguage influences and the lexicon. The workbook, Second Language Learning Data Analysis, Second Edition, makes an ideal accompaniment to the text.

Parenting Matters

Theories of Developmental Psychology

Understanding Child Language Acquisition

An Introductory Course

Integrating Evolution, Acquisition, and Processing

Child Language Acquisition Contrasting Theoretical Approaches Cambridge University Press

Bilingualism in Development is an examination of the language and cognitive development of bilingual children focusing primarily on the preschool years. It begins by defining the territory for what is included in bilingualism and how language proficiency can be conceptualized. Using these constraints, the discussion proceeds to review the research relevant to various aspects of children's development and assesses the role that bilingualism has in each. The areas covered include language acquisition, metalinguistic ability, literacy skill, and problem-solving ability. In each case, the performance of bilingual children is compared to that of similar monolinguals, and differences are interpreted

in terms of a theoretical framework for cognitive development and processing. The studies show that bilingualism significantly accelerates children's ability to selectively attend to relevant information and inhibit attention to misleading information or competing responses. This conclusion is used as the basis for examining a set of related issues regarding the education and social circumstances of bilingual children.

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.

It was in the course of 1980 that it dawned upon several friends and colleagues of Manfred Bierwisch that a half century had passed since his birth in 1930. Manfred's youthful appearance had prevented a timely appreciation of this fact, and these friends and colleagues are, therefore, not at all embarrassed to be presenting him, almost a year late, with a Festschrift which will leave a trace of this noteworthy occasion in the archives of linguistics. It should be realized, however, that the delay would have easily extended to 1990 if all those who had wanted to contribute to this book had in fact written their chapters. Under the pressure of actuality, several colleagues who had genuinely hoped or even promised to contribute, just couldn't make it in time. Still, their greetings and best wishes are also, be it tacitly, expressed by this volume. Especially important for the archives would be a record of the celebrated one's works and physical appearance. For the convenience of present and future generations this Festschrift contains a bibliography of Manfred Bierwisch's scientific publications, which forms a chapter in itself. The frontispiece photograph was taken unawares by one of our accomplices. The title of this Festschrift may allow for free associations of various sorts.

Language, Literacy, and Cognition

Acquisition and Growth

Theoretical Perspectives and Implications for Practice

Current Perspectives on Child Language Acquisition

Educating Our Preschoolers

The Development of Children's Thinking

A work that reveals the profound links between the evolution, acquisition, and processing of language, and proposes a new integrative framework for the language sciences. Language is a hallmark of the human species; the flexibility and unbounded expressivity of our linguistic abilities is unique in the biological world. In this book, Morten Christiansen and Nick Chater argue that to understand this astonishing phenomenon, we must consider how language is created: moment by moment, in the generation of individual utterances; year by year, as new language learners acquire language skills; and generation by generation, as languages change, split, and flourish through the processes of cultural evolution. Christiansen and Chater propose a revolutionary new framework for understanding the evolution, acquisition, and processing of language, offering an integrated theory of how language creation is intertwined across these multiple timescales. Christiansen and Chater argue that mainstream generative approaches to language do not provide compelling accounts of language evolution, acquisition, and processing. Their own account draws on important developments across the language sciences, including statistical natural language processing, learnability theory, computational modeling, and psycholinguistic experiments with children and adults. Christiansen and Chater also consider some of the major implications of their theoretical approach for our understanding of how language works, offering alternative accounts of specific aspects of language, including the structure of the vocabulary, the importance of experience in language processing, and the nature of recursive structure.

The last decade has seen a rise in popularity in construction-based approaches to grammar. The various approaches within the rubric 'construction grammar' all see language as a network of constructions-pairings of form and meaning. Construction Grammar, as a kind of cognitive linguistics, differs significantly from mainstream generative grammar espoused by Chomsky and his followers. Advocates of Construction Grammar see it as a psychologically plausible theory of human language. As such, it is capable of providing a principled account of language acquisition, language variation and language change. Research in Construction Grammar also includes multidisciplinary cognitive studies in psycholinguistics, neurolinguistics, and computational linguistics. The Oxford Handbook of Construction Grammar is the first authoritative reference work solely dedicated to Construction Grammar. Divided into five sections, the book will be an invaluable resource that students and scholars alike can turn to for a comprehensive account of the work on Construction Grammar, its theoretical foundations, and its applications to and relationship with other kinds of linguistic enquiry.

This book is about how toddlers learn their first adjectives, such as, for example, red, big and tasty. Adjectives denote properties and enter child vocabularies later than nouns (objects (such as apple and tree) and actions (such as eat and run), probably due to lower frequencies in parental speech and greater conceptual complexity. Adjective learning has received relatively little attention in child language research. Furthermore, cross-linguistic studies of adjective learning are virtually non-existent. This book represents

systematic analysis of how children learning typologically different languages acquire adjective form, function and meaning. The cross-linguistic comparisons undertaken in this book provide valuable insights into universal and language-specific aspects of language acquisition. For each of the languages studied in this volume, the development of adjective semantics is studied in tandem with the development of morphology by testing two hypotheses: (a) the acquisition trajectory in the domain of adjectival morphology is determined by the typological properties of the target language; (b) irrespective of the languages being acquired, adjective learning is facilitated by universal conceptual mechanisms such as comparison and contrast.

This 2000 book provided the first detailed exposition of the mathematical theory of boundary integral equations of the first kind on non-smooth domains.

A Study of Traditions in Ephesians 5: 21-33

Fourth Edition

A Comprehensive Overview of Key Terms in First and Second Language Acquisition

Supporting Parents of Children Ages 0-8

The Oxford Handbook of Developmental Psychology, Vol. 1

Language Acquisition

The Classic Edition of this foundational text includes a new preface from Miguel Pérez-Pereira, examining how the field has developed since first publication. The volume provides an in-depth account of blind children's developing communicative abilities, with particular emphasis on social cognition and language acquisition from infancy to early school age. It provides insights into why the development of blind children may differ from that of sighted children and explores development of "theory of mind" and perspective taking in language learning. It also discusses the caregiver-child interaction, research on early intervention and practical strategies for blind children that can assist parents and practitioners. The up-to-date preface discusses recent neurological research and the comparison between the psychological development of visually impaired and autistic children. Language Development and Social Interaction in Blind Children continues to facilitate dialogue between those interested in the study of typically developing children and those interested in the development of children who are blind, and challenges some widely held beliefs about the development of communication in blind children.

Learning to Teach Young Children

Second Language Acquisition

The Oxford Handbook of Construction Grammar

Introducing Second Language Acquisition

The Cambridge Handbook of Linguistic Anthropology