COGNITIVE DEVELOPMENT AND THE ACQUISITION OF LANGUAGE

Edited by

Timothy E. Moore

Department of Psychology Glendon College York University Toronto, Canada



CONTENTS

| LIST OF CONTRIBUTORS | |
|--------------------------------------------------------------|---------|
| Preface | xi · |
| Introduction | 1 |
| Timothy E. Moore | |
| Language Acquisition and Cognitive Development | 9 |
| H. Sinclair-deZwart | |
| | |
| Space, Time, Semantics, and the Child | 27 |
| Herbert H. Clark | |
| Properties of P-Space | 30 |
| The Properties of English L-Space | 35 |
| Time as a Spatial Metaphor | 48 |
| Psychological Implications | 53 |
| Concluding Remarks | 62 |
| What's in a Word? On the Child's Acquisition of Semantics in | His |
| First Language | 65 |
| Eve V. Clark | • |
| Introduction | 65 |
| Theories of Semantic Development | 66 |
| The Present Hypothesis: Semantic Feature Acquisition | |
| The Evidence | 77 |
| Sources of Semantic Features | 102 |
| Conclusions | 109 |

| Ŧ | - |
|---|---|
| ٠ | 1 |

| On the Internal Structure of Perceptual and Semantic Categories | 111 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Eleanor H. Rosch | |
| Part I: Perceptual Categories Part II: Semantic Categories General Discussion | 112 130 140 |
| Developmental Changes in Memory and the Acquisition of Language | 145 |
| Gary M. Olson | |
| Code Switching in Children's Language | 159 |
| Jean Berko Gleason | |
| Adult Language to Children The Children's Language | 160 163 |
| The Genesis of Complex Sentences | 169 |
| John Limber | |
| A Chronology of the Development of Complex Sentences Summary and Concluding Remarks | 171 182 |
| Connecting Children's Language and Lingustic Theory | 187 |
| Thomas Roeper | |
| Structural Relationships in Children's Utterances: Syntactic or Semantic? | 197 |
| Melissa Bowerman | |
| Some Existing Proposals about the Underlying Nature of Children's Utterances Evaluating Proposals about Children's Deep Structures A Semantic Interpretation of Children's Deep Structures Summary | 198 200 207 213 |
| The Development of Phonemic Speech Perception | 215 |
| Olga K. Garnica | |
| Introduction | 215 |
| Pilot Study Experiment | 216 218 |

| CONTENTS | vii |
|-----------------------------------------|-----|
| On the Status of Vowel Shift in English | 223 |
| Breyne Arlene Moskowitz | |
| Introduction | 223 |
| The Great Vowel Shift | 223 |
| The Vowel Shift Rules | 227 |
| An Experiment with Vowel Shift | 231 |
| Acquisition of Rules | 249 |
| Conclusion | 256 |
| Appendix A: Pilot Study | 256 |
| Appendix B: Analysis of Errors | 257 |
| Some Strategies for the First Two Years | 261 |
| Susan Ervin-Tripp | |
| Prerequisites to Language Learning | 261 |
| Long-Term Learning | 272 |
| Learning Order Regularities | 275 |
| Grammatical Storage | 280 |
| Language Acquisition System (LAS) | 285 |
| REFERENCES | 287 |
| Author Index | 299 |
| SUBJECT INDEX | 303 |