

Contents

Chapter 1	How Children Learn the Reference of Concrete Nouns: A Critique of Current Hypotheses	1
	<i>William E. Merriman</i>	
	The Original Hypotheses of Clark and Nelson	1
	Subsequent Developments	11
	Revisions and Extensions	19
	Conclusions and Some Suggestions for Future Research	32
 Chapter 2	 Early Semantic Representations and Early Word-Usage	 39
	<i>Martyn D. Barrett</i>	
	The Principal Phenomena Characterizing Early Word-Usage . .	39
	The Development of Semantic Representations: A Summary of the Proposed Model	58
	Conclusions	64
 Chapter 3	 Constraints on the Representation of Word Meaning: Evidence From Autistic and Mentally Retarded Children . . .	 69
	<i>Helen Tager-Flusberg</i>	
	The Study	71
	Results	72
	Discussion	78

Chapter 4	Semantic and Conceptual Knowledge Underlying the Child's Words	83
	<i>Jeremy M. Anglin</i>	
	Extensional Studies	84
	Interview Studies	89
	Conclusion	94
 Chapter 5	 Thoughts on the Intensional Basis of Early Object Word Extension: Evidence From Comprehension and Production	 99
	<i>Stan A. Kuczaj, II</i>	
	Object Word Meaning	99
	Children's Extension Errors	100
	The Comprehension/Production Issue	101
	The Notion of Prototypes and Its Implications for the Comprehension/Production Issue	103
	Conclusions and Speculations	114
	An Unembarrassed Return to the Notion of Prototype-Based Word Meaning	115
 Chapter 6	 Lexical Acquisition Strategies in the Preschool Child	 121
	<i>Julie Dockrell and Robin Campbell</i>	
	What's in a Word?	122
	Data Bases and Strategies	124
	The Input	131
	Experimental Evidence	135
	Conclusion	148
 Chapter 7	 Apprenticeship in Word Use: Social Convergence Processes in Learning Categorically Related Nouns	 155
	<i>Alison K. Adams and Daniel Bullock</i>	
	The Vygotsky-Wittgenstein Legacy	156
	Some Clarifications and Implications	160
	The Framework Applied to Maternal Labeling Research	163
	Factors Affecting Parent-Child Reference Patterns	165
	An Illustrative Study	171
	Conclusion	191

Chapter 8	Words, Plans, Things, and Locations: Interactions Between Semantic and Cognitive Development in the One-Word Stage	199
	<i>Alison Gopnik and Andrew N. Meltzoff</i>	
	Meaning in the One-Word Stage	200
	Words About Things	200
	Words About Plans	204
	Words About Locations	206
	Other Early Words and Meanings	207
	Changes in the Meanings of Early Words	208
	Summary	209
	Conceptual Development and Early Meaning	210
	Theories of Semantic Development in the One-Word Stage	216
	An Alternative Hypothesis	218
Chapter 9	Actions and Things: What Adults Talk About to 1-Year-Olds	225
	<i>Allayne Bridges</i>	
	Speech Input Characteristics	229
	What Is the Topic of Conversation: Action or Object?	231
	Mother Speech Styles	235
	Conversational Demands and Child-Directed Speech	237
	Descriptive Comments About Objects and Actions	238
	Directing Visual Attention	242
	Directing Actions	244
	Promoting Verbal Responses	246
	Conclusion	249
Chapter 10	Action Words and Pragmatic Function in Early Language	257
	<i>Derek Edwards and Roger Goodwin</i>	
	Action Words: Classes and Contexts	258
	Data: Actions and State Changes	261
	The Pragmatics of Early Action Words	269
	Mental Process Verbs	271
	Conclusions	272

Chapter 11	Verbs and Time	275
	<i>John McShane, Stephen Whittaker, and Julie Dockrell</i>	
	Cutting Up Verbs	275
	Time Talk	278
	The Category <i>Verb</i>	293
	Conclusion	299
 Chapter 12	 Acquiring and Using Words to Express Logical Relationships	 303
	<i>Lucia A. French</i>	
	Selective Review of the Literature Concerning Children's Understanding of the Terms <i>Before, After, Because, So, If, But, and Or</i>	306
	Production and Comprehension Measures	313
	Content as a Context for Comprehending Relational Terms	320
	Conclusions	331
	Summary	332
 Author Index		 339
Subject Index		347