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The Many Faces of Imitation in Language Learning

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Brian Tomlinson

The Many Faces Of Imitation In Language Learning:

The Many Faces of Imitation in Language Learning Gisela E. Speidel,Keith E. Nelson,2012-12-06 In this book we take a fresh look at imitation With the knowledge of some 20 years of research after Chomsky s initial critique of the behavioristic approach to language learning it is time to explore imitation once again How imitation is viewed in this book has changed greatly since the 1950s and can only be under stood by reading the various contributions This reading reveals many faces many forms many causes and many functions of imitation cognitive social information processing learning and biological Some views are far removed from the notion that an imitation must occur immediately or that it must be a per fect copy of an adult sentence But the essence of the concept of imitation is retained Some of the child s language behavior originates as an imitation of a prior model The range of phenomena covered is broad and stimulating Imitation s role is discussed from infancy on through all stages of language learning Individual differences among children are examined in how much they use imitation and in what forms and to what purposes they use it The forms and functions of parent imitation of their child are considered Second language learning is studied alongside first language learning The juxtaposition of so many views and facets of imitation in this book will help us to study the commonalities as well as differences of various forms and functions of imitative language and will help us to discern the further dimensions along which we must begin to differentiate imitation

The Many Faces of Imitation in Language Learning Gisela E. Speidel,Keith E. Nelson,1989-05-16 In this book we take a fresh look at imitation With the knowledge of some 20 years of research after Chomsky s initial critique of the behavioristic approach to language learning it is time to explore imitation once again How imitation is viewed in this book has changed greatly since the 1950s and can only be under stood by reading the various contributions This reading reveals many faces many forms many causes and many functions of imitation cognitive social information processing learning and biological Some views are far removed from the notion that an imitation must occur immediately or that it must be a per fect copy of an adult sentence But the essence of the concept of imitation is retained Some of the child s language behavior originates as an imitation of a prior model The range of phenomena covered is broad and stimulating Imitation s role is discussed from infancy on through all stages of language learning Individual differences among children are examined in how much they use imitation and in what forms and to what purposes they use it The forms and functions of parent imitation of their child are considered Second language learning is studied alongside first language learning The juxtaposition of so many views and facets of imitation in this book will help us to study the commonalities as well as differences of various forms and functions of imitative language and will help us to discern the further dimensions along which we must begin to differentiate imitation

Second and Foreign Language Learning Through Classroom Interaction Joan Kelly Hall,Lorrie Stoops Verplaetse,2000-06-01 This volume brings together the current theoretical interest in reconceptualizing second and foreign language learning from a sociocultural perspective on language and learning with practical concerns about second and

foreign language pedagogy It presents a set of studies whose focus is on the empirical description of particular practices constructed in classroom interaction that promote the learning of a second or foreign language The authors examine in detail the processes by which the learning of additional languages is accomplished in the interaction of a variety of classrooms and in a variety of languages Not only will the findings from the studies reported in this volume help to lay a foundation for the development of a more expansive sociocultural model of second and foreign language learning but on a more practical level they will help language educators in creating a set of principles for identifying and sustaining classroom interactional practices that foster additional language development The volume is distinguished in three ways Following a Vygotskyan perspective on development the studies assume that language learning is a fundamentally pragmatic enterprise intrinsically linked to language use This breaks from a more traditional understanding of second and foreign language learning which has viewed learning and use as two distinct phenomena The importance of classroom interaction to additional language development is foregrounded The investigations reported in this book are distinguished by their methodological approach Because language learning is assumed to be a situated context sensitive and dynamic process the studies do not rely on traditional experimental methods for collecting and analyzing data but rather they involve primarily the use of ethnographic and discourse analytic methods The studies focus on interactional practices that promote second and foreign language learning Although a great deal of research has examined first language learning in classrooms from a sociocultural perspective little has looked at second and foreign language classrooms from such a perspective Thus there is a strong need for this volume of studies addressing this area of research Researchers teacher educators and graduate students across the fields of second and foreign language learning applied linguistics and language education will find this book informative and relevant Because of the programmatic implications arising from the studies it will also appeal to teacher educators and teachers of second and foreign languages from the elementary to the university levels   *Language Acquisition and Development* Brian Tomlinson,2007-04-01 Examines language acquisition and development across a wide range of languages and contexts   **Reaching Into Thought** Anne E. Russon,Kim A. Bard,Sue Taylor Parker,1998-11-26 What special qualities of mind set the great apes apart from other nonhuman primates and indeed from ourselves In this book field and laboratory researchers show that the great apes have high level abilities in both social and ecological domains including tool use pretense self awareness deception consolation teaching and culture itself Great apes are also shown to be capable of thinking at symbolic levels traditionally considered to be uniquely human Here the mechanisms involved in building these abilities especially the lengthy developmental and enculturation processes are emphasized showing how new discoveries are changing views on how primates and human intelligence evolved This book is for anyone interested in current research and theoretical views of great ape cognition   **Lexical Diversity and Language Development** D. Malvern,B. Richards,N. Chipere,P. Durán,2004-05-28 Vocabulary richness including lexical diversity and use of rare words has an important role in

assessing proficiency diagnosing progress and testing theory in the study of language development This book reviews different methods for quantifying how vocabulary is deployed in spontaneous speech and writing before introducing an alternative approach which can assess overall lexical diversity measure morphology development and compare the development of different word classes The new approach is illustrated by its application to first and second language learners

Piaget, Evolution, and Development Jonas Langer,Melanie Killen,1998-06 This volume brings the current interest in primate cognition to bear on studies of cognitive development in humans with chapters from leading researchers in both areas For cognitive developmentalists and primatologists and comparative psychologists **Language Development and Social Interaction in Blind Children** Miguel Perez Pereira,Gina Conti-Ramsden,2019-12-09 The Classic Edition of this foundational text includes a new preface from Miguel P rez 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 **Biological and Behavioral Determinants of Language Development** Norman A. Krasnegor,Duane M. Rumbaugh,Richard L. Schiefelbusch,Michael Studdert-Kennedy,Esther Thelen,2014-02-25 This book presents a current interdisciplinary perspective on language requisites from both a biological comparative perspective and from a developmental learning perspective Perspectives regarding language and language acquisition are advanced by scientists of various backgrounds speech hearing developmental psychology comparative psychology and language intervention This unique volume searches for a rational interface between findings and perspectives generated by language studies with humans and with chimpanzees Intended to render a reconsideration as to the essence of language and the requisites to its acquisition it also provides readers with perspectives defined by various revisionists who hold that language might be other than the consequence of a mutation unique to humans and might fundamentally not be limited to speech **Advances in Child Development and Behavior** ,1996-09-18 Advances in Child Development and Behavior is intended to ease the task faced by researchers instructors and students who are confronted by the vast amount of research and theoretical discussion in child development and behavior The serial provides scholarly technical articles with critical reviews recent advances in research and fresh theoretical

viewpoints **Ecology of Language Acquisition** J.H. Leather,Jet van Dam,2003 This volume emphasizes the emergence of linguistic development through children s and learners interactions with their environment spatial social cultural educational bringing to light commonalities between primary language development child and adult second language learning and language acquisition by robots The studies presented here challenge a number of dominant ideas in language acquisition theory It is of interest to language acquisition researchers and professionals *Perceptual-motor Behavior in Down Syndrome* Daniel J. Weeks,Romeo Chua,Digby Elliott,2000 Part 2 Motor Development Learning and Adaptive Change **Exceptional Language Development in Down Syndrome** J. A. Rondal,1995-04-28 Is normal language acquisition possible in spite of serious intellectual impairment The answer it would appear is positive This book summarizes and discusses recent evidence in this respect **Computer Support Collaborative Learining Practices** Claire O'Malley,2009-01-01 *The Developmental Psychology of Personal Identity* Massimo Marraffa,Cristina Meini,2024-03-21 Massimo Marraffa and Cristina Meini re connect the psychology of identity with its philosophical roots in this study They trace the contemporary problem of the self to John Locke and William James foundational theories on personal identity By integrating the philosophy of identity with empirical and neuropsychological research Marraffa and Meini provide an original synthesis of multidisciplinary conceptions of the self The Developmental Psychology of Personal Identity builds on Chomsky inspired developmental psychology Jean Piaget s constructivism Lev Vygotskij s sociocultural perspective on development and John Bowlby s attachment theory In this theoretical framework the book draws on the data of the psychological sciences to reconstruct the trajectory of the self as a Lockean person i e as morally responsible agent The authors link the birth of self consciousness through the body and emotions to the construction of a narrative self Their combination of philosophy and cognitive sciences makes an important contribution to multiple disciplines concerned with personal identity It provokes new routes to understanding identity and self autobiographical memory and personality Problems in Second Language Acquisition Michael H. Long,2017-09-25 Second language acquisition has an identity problem It is a young field struggling to emerge from the parent fields of education and applied linguistics In his new book Problems in Second Language Acquisition Mike Long proposes a way to help second language acquisition develop a systematic and coherent focus using the philosophy of science as the lens The volume is neatly organized into three parts theory research and practice This structure allows a focus on areas of SLA of interest to many in the field These include theory proliferation and comparative theory evaluation the Critical Period Hypothesis and negative feedback and the practice of synthetic language teaching The controversial volume will be of interest to researchers educators and graduate students in second language acquisition applied linguistics TESOL and linguistics programs It may be recommended as additional reading for an introductory SLA course in order to stimulate class discussions **Working Memory in Perspective** Jackie Andrade,2002-06-01 The Baddeley and Hitch 1974 Working Memory model holds a central place in experimental psychology and continues to be extremely successful in guiding

and stimulating research in applied and theoretical domains Yet the model now faces challenges from conflicting data and competing theories In this book experienced researchers in the field address the question Will the model survive these challenges They explain why it is so successful evaluate its weaknesses with respect to opposing data and theories and present their vision of the future of the model in their particular area of research The book includes a discussion of the Episodic Buffer component which has recently been added to the working memory model The result is a comprehensive and critical assessment of the working memory model and its contribution to current research in human cognition cognitive development neuroscience and computational modelling Furthermore this collection serves as a case study to illustrate the range of factors that determine the success or failure of a theory and as a forum for discussing what researchers want from scientific theories The book begins with an accessible introduction to the model for those new to the field and explains the empirical methods used in working memory research It concludes by highlighting areas of consensus and suggesting a programme of research to address issues of continuing controversy Working Memory in Perspective will be a valuable resource to students and researchers alike in the fields of human memory language thought and cognitive development

Language in Use Patrick Griffiths,Andrew John Merrison,Aileen Bloomer,2020-07-24 Designed for introductory students this collection of key readings in language and linguistics will take readers beyond their introductory textbook and introduce them to the thoughts and writings of many esteemed authorities The reader includes seminal papers new or controversial pieces to stimulate discussion and reports on applied work Language in Use is split into four parts Language and Interaction Language Systems Language and Society and Language and Mind covers all the topics of language study including conversation analysis pragmatics power and politeness semantics grammar phonetics multilingualism child language acquisition and psycholinguistics has readings from authorities including Pinker Fairclough Crystal Le Page and Tabouret Keller Hughes Trudgill and Watt Halliday Sacks Mills Obler and Gjerlow provides comprehensive editorial support for each reading with introductions activities or discussion points to follow and further reading Is supported by a companion website offering extra resources for students including additional activities useful weblinks and advice from the authors Designed for use as a companion to Introducing Language in Use Routledge 2005 but also highly usable as a stand alone text this Reader will introduce readers to the wide world of linguistics and applied linguistics *Ellis' Handbook of Mental Deficiency, Psychological Theory and Research* William E. MacLean Jr.,2012-12-06 In the 16 years since the publication of the second edition of this volume psychological theory and research in mental retardation has continued to expand and extend scientific theoretical and clinical understanding of this most complex and challenging human condition Explicit effort has been made to translate theory and research into useful and efficacious assessment intervention prevention and policy actions This third edition provides an opportunity to critique major conceptual developments and empirical research in an effort to stimulate further behavioral research of practical social importance The Handbook presents work by prominent contributors to a major

scientific endeavor that has grown dramatically during the last three decades The challenge for each author was to identify important theoretical and empirical issues provide a critical selective review of exemplary research and discuss the questions that remain unanswered in each area In short the goal for this third edition was to consolidate the knowledge gained during the past 30 years and to present a blueprint for future research in mental retardation the broader field of learning disabilities and other developmental disorders such as autism Providing totally different coverage and direction from the previous edition this text fills a crucial instructional need in graduate courses related to the psychology of mental retardation With its emphasis on psychological research and theory it offers an important alternative to many available texts that primarily emphasize the application of research   *Input and Interaction in Language Acquisition* Clare Gallaway,Brian J. Richards,1994-04-14 Language addressed to children or Baby Talk became the subject of research interest thirty years ago Since then the linguistic environment of infants and toddlers has been widely studied Input and Interaction in Language Acquisition is an up to date statement of the facts and controversies surrounding Baby Talk its nature and likely effects With contributions from leading linguists and psychologists it explores language acquisition in different cultures and family contexts in typical and atypical learners and in second and foreign language learners It is designed as a sequel to the now famous Talking to Children edited by Catherine Snow and Charles Ferguson and Professor Snow here provides an introduction comparing issues of importance in the field today with the previous concerns of researchers

Unveiling the Power of Verbal Artistry: An Psychological Sojourn through **The Many Faces Of Imitation In Language Learning**

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