Abrahamsen, Adele, 209 Adams, R. M., 316 Adaptive staircase procedure, 178 Adjectives, in verse, 313 Alphanumeric stimuli, 10 Alternating dative ambiguity, 334–335 American Sign Language (ASL) children's acquisition of, 113 topicalized structures in, 116-117 Anderson, R. L., 235 Andrade, J., 141 Aphasia, 10 Appearance. See also Physical objects identity determined by, 79, 80 and object naming, 221 Argument linking, in syntax acquisition, 283 Argument structure fast lexical priming of, 336-340 of verbs, 333 and word recognition, 331 Armstrong, Sharon, 16 Articulation, concurrent and imagery, 148 and memory-span performance, 149 Asch, Solomon, 4 Aslin, Richard, 107 Auditory imagery limitations in, 146 and parallel phenomena, 154 and perception, 143, 144, 145 perceptual understanding in, 151 production of, 146-147 and subvocalized support, 141 and task-irrelevant noises, 141 Auditory images, creation of, 150 Awh, E., 89

Baddeley, Alan, 89, 141 Baker, E., 195 Battig, W. F., 317 Bauer, L., 319 Behavioral properties, in identification of physical objects, 77-80 Besag, J., 143, 155n.2 Blackmore, S. J., 295 Blind children language learning in, 14, 15, 210 objects named by, 214-216 spatial knowledge in, 15 visual verbs and, 16 Bloomfield, Leonard, 6 Boundaries in 3-D world, 170 interpolation, 158, 186 motion signals for, 301 Boundary assignment, 165 Boundary localization, and relatability, 178 Bound morpheme comprehension, study of, 197–206 Bound morphemes, 193 data analysis of, 205 and sentence processing, 202 Bower, Gordon, 239 Bowerman, M., 277 Bowes, Thomas, 233 Brain activation computer display of, 102 dose response curves for, 95-97 and memory load, 98 in neuroimaging experiments, 92-94 Brelstaff, G., 295 Brent, M. R., 283 Bright, Timothy, 233 Brown, R., 218 Bruner, J., 128 Burton, Richard, 234 Bush, Robert, 5, 27, 53 Bushnell, Emily, 7

Caregiver speech, 11. See also Motherese Carew, Richard, 233 Carey, S., 71, 72 Categories entrenched properties and, 73-76 membership in, 70 psychological essentialism of, 70-73 Category development in children, 73 establishing identities in, 291 Causal agent, in object naming, 220 Certainty distinction, and MSV acquisition, 250-251, 257-258, 266 Chalkley, M. A., 107, 194 Change motion-based model of, 301 perception of, 293-394 and perception of occlusion, 299 during saccades, 295 Charron, Pierre, 233 Cheese Seminar, 8, 191. See also Seminars Chiasson, L., 255 Children. See also Blind children; Deaf children acquisition of mental state verbs in, 245 bound morpheme comprehension in, 197-200, 202 categorization of objects by, 69 entrenched categories acquired by, 75-76 notions about insides of, 81-82 preschool experience of, 263-266 sensitivity to morphological cues of, 196 statistical learning in, 109-110 Children, hearing, gesture systems of, 123 Chinese culture development of gestural systems in, 129 mother-child interaction in, 128 Chomsky, Carol, 4 Chomsky, Noam, 4, 6, 275–276 Chronometric analysis, 87 Clark, E. V., 317 Clark, H. H., 108, 317 Clark, Kenneth, 1 Classification. See also Categories similarity as basis for, 215 and word learning, 216 Cognitive development and MSV acquisition, 254-255 similarities in, 215 Cognitive psychological approach, to mental verbs, 249-250 Cognitive science, 87

and creative language use, 312 foundation of, 213 Coloration, and adjectives, 219 Colwill, Ruth, 43-44 Combinatory categorial grammars (CCGs), 341 "Common Fate, Factor of," 181–182 Complete objects, perception of, 182 Compound nouns, structure of, 6 Comprehension studies, 195, 205. See also Cognitive science Computational analysis, of visualizing objects, 163 Computational linguistics, 4, 341 Computer models, in study of cognition, 87 Computers advances in, 12 UNIVAC2, 3 Conjunctive phrases, contractions of, 319 Conjuncts, 320 Continuation principle, 163, 166 Continuity first-order, 164 Gestalt notions of, 165 Continuity errors, 295-296 Contours 3-D illusory, 170 and good continuation, 163 illusory vs. occluded, 160-161 occluded, 170 relatability, 174 Counting-out poems, 321-322, 324 Count noun context, for object naming, 219 Crabbe, G., 157 Crowder, R., 142 Cunningham, Douglas, 297 Darbishire, H., 316 Das, A., 186 Davidge, J., 255 Deaf children acquisition of language by, 14 Chinese, 129 gesture systems of, 123-124, 126, 133 language acquisition of, 113 language use of, 126 and parent-child interaction, 127, 128 Deception, emotional, 236 Decomposing, of complex cognitive processes, 87

Dell, Gary, 7 Deprivation paradigm in language acquisition, 245 pioneered by Gleitmans, 269 Depth relatability experiments, stimuli in, 170-171 Depth relationship, between objects, 160 Detachment gain, 155 Diachronic survey, 318 Diggle, P. J., 143, 155n.2 Discontinuity, first-order, 164 Discovery, image-based, 152 Distributional analysis, of language acquisition, 17-18 Distributional information, for language, 107 Donders, R. C., 91, 95-96 DO/S ambiguity, 336 Dot localization paradigm, 178-179 Down's syndrome, language learning in, 14 Drama, H. Gleitman's interest in, 231-232. See also Plays; Theater Dynamic occlusion displays, 299, 300, 301 paradigm, 183-187 Ecological analyses of perception, 181

Edge, occluding, 165-166 Edge classification, 165, 168 Edge continuation, and interpolation, 186 Edge-insensitive process, 181 Edge interactions, 187 Edge relatability and object perception, 181 and similarity, 179 spatiotemporal, 182-183 Edge-sensitive process, 182 Education, undergraduate, 54 Elvot, Sir Thomas, 233 Embarrassment, emotion of, 232 Emotion in Elizabethan psychology, 234-241 everyday meaning of, 240-241 folk psychologies of, 232 modern academic theories of, 241 modern psychology of, 240-241 Enacted images, 147 English language, lexical innovation in, 317. See also Language Entrenchment, concept of, 73 Equifinality, in language learning, 129–130

Ergative languages, 286, 287 Errors, patterns of, 87 Essences, psychological, 70-71 Essentialism, psychological, 70-73 Ethics, emotion and, 241–242 Events, in Elizabethan psychology, 237 Factivity, determination of, 248-249 Factivity dimension children's understanding of, 253 in grade-schoolers, 252 and MSV acquisition, 254 in three-year-olds, 251 Factor of direction, 162 False beliefs, first-order vs. second-order, 269n.3 Familiar morpheme hypothesis, 204 Fast lexical priming, 337, 338 Feldman, Heidi, 7, 13, 14, 123, 210 Field, D., 168 Fisher, Cynthia, 220, 275-290 Form class, 193 grammatical morphemes in, 194 and spatial relationships, 213 Fowler, C. A., 313 Frank, R., 255 Free report procedure, 300 Function, 221 in object naming, 221-225 smooth, 162 Furrow, D., 253, 255

Gabor patches, 168 Galanter, Eugene, 3-4, 5 Gallistel, Randy, 15 Garden-path effects, 338 in language learning, 327-328 magnitude of, 339 Garnsey, S. M., 329 Geer, Sandra, 7 Gelman, R., 81-82 Gelman, S. A., 82, 195 Generalization, in object naming, 226 Gerken, L. A., 196, 197, 201 Gestalt principles good continuation, 188 good form, 174-177 law of proximity, 169 in object perception, 158 object segregation, 157 and unit formation, 161 Gestalt psychology

Index 351

good continuation principle in, 161-165, 166 identity hypothesis and, 159-161 neural models of, 186-187 update of, 158 Gesture creation, and language development, 129 Gesture-speech mismatch, and readinessto-learn, 131 Gesture-speech system, integrated, 130-131 Gesture systems of deaf children, 123 effect on learning of, 132-134 environmental conditions for, 126-129 grammatical categories for, 125 and mother-child interaction, 128 sentence-level structure in, 124-125 word-level structure of, 125 Gibson, J. J., 293, 294, 296 Gilbert, C. D., 186 Gleitman, Claire, 6, 28 Gleitman, Ellen, 6 Gleitman, Henry academic style of, 29-30 educational philosophy of, 311-312 formal education of, 1 honors and awards of, 18-19 interdisciplinary approach of, 341-342 interest in drama of, 28, 35, 231 as mentor, 211 A Midsummer Night's Dream directed by, 311 photos of, 35, 36, 37 published with students, 13, 14, 24, 41 at Swarthmore, 4-5, 23 on teaching, 49 teaching of, 191, 210 Gleitman, Lila R., 36, 38 cited, 192, 194, 195, 197, 202, 206, 209, 210, 218, 220, 247 collaboration with P. Rozin, 28 coteaching with H. Gleitman, 54-55 educational philosophy of, 312 honors and awards of, 19 interdisciplinary approach of, 341-342 as mentor, 211 Ph.D. work of, 6-7 Psychology reviewed by, 64 published work of, 11, 12, 13 teaching of, 191 at Univ. of Penn, 13

Gleitman, Phillip, 34 Gleitman family, 33 Gleitology, 57-65 Global instruction condition, 178 Global symmetry, 188 Goddard, David, 5 Goffman, Erving, 53, 232 Goldberg, A., 276 Goldfish, memory studies in, 9, 27 Goldin-Meadow, Susan, 7, 13, 14, 121-137, 210 Goldsmith, John, 7 Golinkoff, Roberta, 192, 197, 284 Good continuation and object perception, 188 principle, 161–163, 163–165, 166 and relatability, 166-167 updated notion of, 174 Good form principle of, 174-177 putative examples of, 175 Goodman, Nelson, 69, 73, 82 Grammar acquisition of, 288 discovery of, 192 in gesture systems, 125–126 learning, 204-205 lexicalized formalisms in, 341 and lexicon, 341 universal architectural principles of, 116-117 universal (UG), 276 Grammatical categories distributional view of, 194 extensions of, 317-318 "Great Verb Game," 17 Grief, in Shakespeare's plays, 237-238 Grouping basic problem in, 158-159 and notions of smoothness, 163 understanding, 187

Hall, G., 220 Hall, W. S., 254, 255, 264 Harris, Zellig, 3, 17, 112 Hayes, A., 168 Hayes, J. R., 108 Head-driven phrase-structure grammars (HPSGs), 341 Hearing children, gestures of, 133 Hess, R. F., 168 Hilgard, E. R., 39 Hirsh-Pasek, Katherine, 191-208, 284 Hiz, Henry, 6 Hoenigswald, Henry, 3, 6 Hoff-Ginsberg, E., 268 Holophrastic listeners, and grammatical morphemes, 195 Homophone judgment, 153 Housum, J., 313 Hull, 24 Humor, role of expectation and surprise in, 14 Hurvich, Leo, 5 Huttenlocher, J., 264 Iambic pentameter, 312-313, 315 Identification. See also Object naming effects of insides upon, 80-82 entrenched properties and, 76-80 Identification judgments, of children, 82-83 Identity and perception, 292-294 psychological, 291 Identity hypothesis and global-local controversy, 176-177 in object completion, 159-161 Imagery. See also Auditory imagery auditory vs. visual, 152 binary definition of, 323 functioning of, 151 and memory, 322 Images interpretation of, 155n.4 nature of, 152 pathways for creation of, 142-148 Imagined sounds, multidimensional space for, 142 Inductive inferences entrenchment concept in, 73 and psychological essentialism, 72 role of entrenchment in, 74 Infants enactment tasks for, 195 function morphemes identified by, 196 language learning in, 6 morpheme sensitivity of, 201-202 statistical learning in, 109–110 understanding in, 195 Information, functional, and shape bias, 221-225 Information, verbal, working memory for, 89

Informativeness, and poetic meter, 313 Insides, and determination of identity, 80-82 Instrumental learning, experiment in, 44-45 Instrument timbres, study of, 142-148 Intention, and object naming, 221 Intermodal preferential looking paradigm (IPLP), testing, 198-200 Interpolation, in perception, 182 Intransitives, subjects of, 286-287 Item recognition, study of, 9–10 Iverson, P., 143 Jackendoff, R., 281 James, William, 36, 37 Jameson, Dottie, 5 Johansson, G., 292 Johnson, E. C., 72 Jones, S. S., 71 Jonides, John, 7, 9, 13, 34, 87–103 Joshi, Aravind, 4 Jusczyk, Peter, 7 Kalish, C. W., 72 Kanizsa's Demonstrations, 175 Kanizsa, G., 160 Kaplan, G., 294 Katz, N., 195 Katz, S., 89 Kauffman, Bruria, 4 Keil, F. C., 71, 81 Kellman, Philip J., 14, 157-190, 301 Kelly, Michael, 311-326 Kinetic screen effect, 294 Koeppe, R. A., 89 Koffka, K., 181 Köhler, Wolfgang, 4, 23, 61, 307 Krumhansl, C., 143 Lamm, Donald S., 5, 57-65 Landau, Barbara, 14, 71, 209-230, 288 Language ergative, 286, 287 and perceptual bias, 220-221 resilience of, 123-124 and space, 210-211, 227 Language acquisition, 275 in children with Down's syndrome, 129 comprehension data in, 195, 205 conceptual structures in, 281 deprivation paradigm in, 245

Language acquisition (cont.) distributional analysis of, 17-18 grammatical morphemes' role in, 192 and inconsistent linguistic input, 113-115 natural experiments in, 112 nature-nurture question in, 11-12 output grammar, 113 and partial information, 288 problem of, 105-106 role of syntax in, 218–221 transitional probabilities in, 108-110 understanding, 13 Language and Experience (Landau and Gleitman), 211, 214 Language comprehension incremental nature of, 327 lexical items in, 341 Language development language comprehension in, 195 sensitivity to morphological cues in, 196 Language learning, 122 equifinality in, 129-130 matching problem in, 291 object naming in, 225-227 research in, 6 resilient properties of, 124-126 of second language, 14 spatial experience in, 211 Learning delayed response, 41 gesture's role in, 130, 132 segmentation in, 111 and teaching, 154 Leeuwenberg, E., 174 Lennard, Samson, 233 Levin, D. T., 296, 307 Lexicalized tree-adjoining grammars (LTAGs), 341 Lexical learning, 211-212 Lexical preference, and syntactic ambiguities, 331-336 Lexical priming technique, 337 Lexical stress, and English spelling, 312, 314, 315, 317. See also Stress Lichtenberg, Lila, 2-3. See also Gleitman, Lila R. Linguistic input building structure with, 116-118 inconsistent, 113–115 natural experiments of, 112–118 reshaping and restructuring of, 117-118 Linguistics

computational, 341 mental verbs in, 248-249 primitives and, 276 Liquid-crystal-diode (LCD) shutter glasses, 171 Literature, folk, 240 Location, and object naming, 220 Locke, John, 211 Lorenz, Konrad, 32 Luce, Duncan, 5, 6 Luminance masking, 295 MacMillan, Deborah, 7 MacNamara, J., 195 Malt, B. C., 72 Maratsos, M., 107, 194 Marin, Oscar, 10 Markman, E. M., 74 Material, and object naming, 220 Maternal speech mental verbs in, 247-248 and MSV acquisition, 255-256 May, Robert, 7 McDill, M., 301 McGill, Bill, 25 McIntosh, B. J., 196, 197, 201 Meanings for blind child, 212 of gestures, 125 of MSVs, 250-251 and presyntactic cues, 279-280 sentence structure and, 276-277 Memory goldfish, 8-9 investigations of, 5 visual, 296-297 Memory, working, 88-99 architecture of verbal, 89-99 defined, 88 differing subsystems of, 99-102 parametric studies of, 92, 95 spatial vs. verbal, 99-100, 102 studies in, 148 Memory control, in neuroimaging experiments, 89-90 Mental context, detachment from, 154 Mental image, understandings attached to, 150 Mental representations prototypes for, 16 shape bias in, 218

Mental state verb acquisition

experiments with, 258-263 and preschool experience, 263-266 and radical translation problem, 247-248 theory of, 254-256 Mental state verbs (MSVs) adult usage of, 264 characteristics of, 246-247 children's acquisition of, 245-246 degree of certainty of, 250-251, 257-258, 266 developmental understanding of, 251-252 first uses of, 251 measuring comprehension of, 260, 261, 262 polysemy of, 248-251 and theories of mind (TOM), 252-254 Michotte, A., 157, 293, 296, 306 Miller, George A., 58, 59, 60 Milton, John, 315, 316 Mind. See Theory of mind Mintz, Toby, 107 Montague, W. E., 317 Moore, C., 253, 255, 257, 258 Morgan, J., 194 Morphemes, grammatical, 193. See also Bound morphemes acquisition of, 113 in form class assignments, 194 in language acquisition, 192–193 sensitivity to, 195 in syntactic development, 194 Morphology bound, 204-205 in language acquisition, 114 probability used, 118 Motherese, 11-12, 13, 105, 122, 196, 246 Mother's speech MSVs in, 269n.4 studies of, 105 Motion, perceiving structure from, 292 Motion signals boundaries defined by, 302-306 to perceive moving boundary, 301-302 sequential pattern of, 303 Murphy, Gardner, 1 Music, segmentation in, 111 Nachmias, Jacob, 4, 5, 23-25, 40 Nagy, W. E., 254

Naigles, Letitia R., 245-274, 284

Nakayama, K., 165

Naming latencies, 335 Naming patterns, study of, 222. See also Object naming Nature-nurture questions, 112 "N-back" task, in working memory experiments, 89, 93, 96, 97 Necker cube, 151 "Neg-raising" defined, 269n.1 syntactic phenomenon of, 248-249 Neisser, Ulrich, 4, 23, 24, 296 Nelson, K., 295 Neural models, 186-187 Neuroimaging techniques application of, 102–103 experiments with, 89-99 in reaction time studies, 91-92 in study of cognition, 87-88 Newport, Elissa, 7, 10-11, 13, 105-119 Norton, 59 Nouns in child-directed speech, 192-193 compared with verbs, 317-318 contexts of, 219 first-syllable stress, 318 presyntactic primitives as, 283-285 prosodic properties of, 193 Object completion depth information in, 170-174 dynamic, 183–187 and edge interactions, 187 global notions of, 179 hypothesis, 172 identity hypothesis in, 159-161 similarity in, 179 Object constancy, occlusion and, 297-301 Object function, studies of, 226. See also Function Object names, for blind children, 214-216 Object naming children's vs. adult's, 225-227 form vs. function in, 223-224 generalization in, 226 mature, 225-227 role of syntax in, 218-221 and shape bias, 217–218 shape in, 216-217 Object perception. See also Perception models of, 188 multiple tasks in, 165 relatability in, 166-168

Object permanence, in occlusion displays, 307 Object recognition system, object naming in, 227 Objects categorization of, 69 in Elizabethan psychology, 237 (nonnaming) judgments about, 222 persistence of, 293 in word acquisition, 213 Object shape, 216–217. See also Shape; Shape bias Object unity, in 3-D world, 170 Occlusion dynamic, 299 and object constancy, 297 sequential, 303, 304, 305 Opacity, of moving surfaces, 305 Optics, ecological, 163 Oral traditions, and study of memory, 323-324 O'Regan, J. K., 295 Orthography, English, variability in, 314, 317 Outcomes, in instrumental learning, 44-45,47 Paivio, A., 322 Palmer, Evan, 183 Paquin, M., 255 Parental input, and mental verb understanding, 255, 263. See also Maternal speech Parent-child interaction, and MSV distinction. 267-268 Parentheticals, MSVs in discourse structure of, 249 Parrott, W. Gerrod, 14, 231-244 Parser, development of, 4 Parsing alternatives to encapsulated, 328-331 lexicalist approaches to, 337 Partial sentence representation (PSR) explained, 281 and utterance structure, 285 Participle frequency, effects of, 333 Particular morpheme hypothesis, of morpheme sensitivity, 203-204 Paulesu, E., 90 Pavlovian conditioning, exploration of, 46 Peabody Picture Vocabulary Test (PPVT)

Revised, 256

H. Gleitman's arrival at, 60 iob-talk ritual at, 121-122 Perception and auditory imagery, 143 and conscious experience, 307 and continuity errors, 295–296 depth relationship, 160 ecological analyses of, 181 in Elizabethan psychology, 237 of form, 151 in Gleitmans' seminars, 157 identity and, 292 and internal representation, 293, 294-295 and luminance masking, 295 of object constancy, 297 Perception, visual, and object naming, 216-217 Perceptual biases, language and, 221 Perceptual constancies, 292 Perceptual development, and Gestalt principles, 158 Perceptual organization development of, 157 understanding, 187 Perceptual processing, continuity in, 165 Perceptual unit formation, 291 Perceptual verbs, 250 Persistence, perception of, 293, 294 Petersik, J. T., 301 PET scanner, working memory experiments with, 101 Petter, G., 159 Petter's effect, 160, 176 Philosophy, educational, 311 Phrasal stress. See Stress Phrase and Paraphrase (Gleitman and Gleitman), 7 Physical objects. See also Object naming; Object perception importance of, 71 psychological categories of, 69 transformation of properties of, 71 Picture pointing tasks, limitations of, 198 Pinker, S., 193, 194 Pitt, M., 142

Peer language use, 268

Psychology Dept.

Gleitmans' move to, 5

Pennsylvania, University of. See also

H. Gleitman as chairman at, 53

Place, in word acquisition, 213. *See also* Space

Plays. See also Drama; Theater directed by H. Gleitman, 29 produced by H. Gleitman, 25 psychology in, 232-234 Shakespeare's, 232–240 Poetic meter iambic pentameter, 312-313, 315 information in, 313 Poetry, and study of memory, 323-324. See also Verse Polat, U., 186 Prägnanz principle, 187 Predicates argument, 283 spatial relationships as, 213 Preschoolers, vs. home-schooled children, 265 Preschool experience, and mental verb understanding, 263-266 Priming studies, 177 Primitives Chomsky on, 275-276 nouns as presyntactic, 283-285 Problem solving, and working memory, 88 Prosodic bracketing, 194 Prosody, in language acquisition, 193 Prototype representations, 16 Proximity, Gestalt law of, 169 Pseudowords, disyllabic, 314 Psycholinguistics, 192, 206, 341 and sentence processing, 341 and word blends, 321 Psychology American, 13 Elizabethan, 234-240 in English Renaissance, 232-234 folk, 232, 240-242 identity problem in, 291 Renaissance, 240–242 teaching of, 27 Psychology course, introductory, 39-40 recording of, 60-61 syllabus for, 58, 59, 60 Psychology dept., Univ. of Penn, 5-6, 61 rules of, 54 teaching at, 154 Psychology (Gleitman), 311 beginning of, 5 completion of, 19, 65 editions of, 65

first chapter of, 62

historical component of, 63 origins of, 58, 59 Renaissance equivalent of, 232 reviews of, 63-64 success of, 64-65 Psychophysiology, Elizabethans', 235 Puppets, in experiments with children, 258-259 Quine, W. V. O., 214, 215, 216, 246 Radical translation, problem of, 246, 247 Radio Free Europe, 25 Rakowitz, S., 220 Rayner, K., 337 Reaction times, study of, 91, 94 Readiness to learn, gesture and speech as index of, 131–132 Reading ambiguity resolution during, 336 studies of, 9 Reading acquisition, early study of, 27-28 Reasoning, and working memory, 88 Recall cues, effectiveness of, 322 Recognition from partial information (RPI), 176, 177 Reduced relative clauses, and participle frequency, 333 Rehearsal, memory, and concurrent articulation, 149 Rehearsal control, in neuroimaging experiments, 89-90, 91 Reisberg, Daniel, 139–156 Relatability in cases of minimal gaps, 169-170 construction used to define, 167 3-D, 170-174 in edge interpolation, 186 experimental evidence about, 168-169 and localization of boundaries, 178 in object perception, 166-168 spatiotemporal, 182-183, 184 Relatable displays, accuracy of, 185 Relative clause ambiguity, 333, 336 Rensink, R. A., 295, 307 Repetitions, imagined vs. perceived, 149 Rescorla, Robert A., 39-47 Reynolds, H., 294 Rhyme judgment, 153 Rhyme patterns, in child verse, 321-324 Rice, M., 256

Rips, Lance, 7

Index 357

Ritter, E., 277 Rock, I., 301 Rosch, Eleanor, 16 Rosen, S. T., 277 Ross, D. S., 115 Rozin, Paul, 8, 9, 10, 27-38, 42 Sabini, John, 49-56 Saccades, changes during, 295 Saffran, Jenny, 107 Sagar, Naomi, 4 Sagi, D., 186 Same kind, in object naming, 225 Scherer, Martin, 1 Schmidt, Hillary, 14 Scholnick, E., 254 Schumacher, E. H., 89 Schwanenflugel, P., 250, 252 Schweisguth, Melissa, 192, 197 Second language learning, 14 Segmentation basic problem in, 158–159 and notions of smoothness, 163 understanding, 187 word, 107–110 Selective interference experiments, 100 Self-control, as virtue, 239, 240 Self-splitting figures (SSOs), 159-160, 161 Semantic constraints, lexical frequency and, 331 Semantic information lexically specific, 329 and verb recognition, 330 Semantics, and language acquisition, 193 Seminars cheese, 8, 191 Gleitmans' research, 7-8, 8, 24, 40, 55, 87, 103, 118, 139, 157, 188, 191, 221, 242 L. Gleitman's graduate, 54, 56 weekly evening, 122-123, 209-210 Sentence interpretation, and sentence structure, 281-283 Sentence processing, psycholinguistic theories of, 341 Sentences, children's gesture, 124-125 Sentence structure and conceptual structure, 282-283 and meaning, 276-277 presyntactic, 288 Sereno, S. C., 337 "Sesame Street," 256

Shafer, V. L., 196 Shakespeare, plays of emotion in, 234-240 psychology in, 232-234 Shape accurate identification of, 303 artifacts used in studies of. 221 and object naming, 216-217, 219 Shape bias, 75 in adults vs. children, 223–224 and functional information, 221-225 and object naming, 217-218 Shatz, Marilyn, 7-8, 251 Shepard, Roger, 140 Shimojo, S., 165 Shipley, Elizabeth, 6, 8, 11, 12, 13, 69-85, 192, 194, 195, 197, 202, 206, 226 Shipley, Thomas F., 291-309 Shipley, Tim, 157, 179, 183 Shows. See also Theater directed by H. Gleitman, 29 produced by H. Gleitman, 25 Shucard, D., 196 Shucard, J., 196 Siblings, effect on MSV acquisition, 268 Siegal, Muffy, 7 Sigman, E., 301 Silverman, G., 165 Similarity and edge relatability, 179 and object naming, 214-215, 217 Simons, D. J., 81, 296, 307 Singer, D., 256 Singer, J., 256 Singleton, J. L., 116 Siskind, J., 282 Sloan Group, 211 Smith, Carlotta, 6, 11, 12, 13, 192, 194, 195, 197, 202, 206 Smith, E. E. (Ed), 88, 89 Smith, L. B., 71 Smoothness, notions of, 162-163 Smythe, P. C., 322 Solomon, Dick, 5, 41, 42 Sounds. See also Auditory imagery mental images of, 144 mental representations of, 153 ratings of perceptions of, 143, 145 Space, vs. language, 210–211, 227 Spatial representation, and object naming,

227

Speech covert, 155n.1 prosodic principles of, 313 Spelke, Elizabeth, 14, 15, 157 Spelling, and stress, 314 Stability appearance of, 294 change as information for, 293-294 illusory, 296, 297, 300, 307 motion-based model of, 301 and motion signals, 305-306 perception of, 292, 296 Statistical information, 107 Statistical learning, 106-107, 117 in language acquisition, 111 vs. nonstatistical learning, 111 and word segmentation, 107-108 Sternberg, S., 92 Storytelling, and study of memory, 323-324 Stress. See also Verse first-vs. second-syllable, 318 spelling and, 314 Stress patterns, noun vs. verb, 318 Students, psych 1, 51–52. See also Psychology course, introductory Subjects, and transitive vs. intransitive sentences, 285-287 "Subordinate bias" effect, 332 Subrahmanyam, K., 220 Subtraction strategy, in cognition studies, 89 Subvocalization, 140 and auditory imagery, 152 detachment provided by, 153 planning mechanisms for, 155n.3 Surface completion process, 180 Surface filling, 186 Surface interpolation, examples of, 158 Surface quality, spreading of, 179-181 Surfaces, illusory vs. occluded, 160-161 Surface texture, and adjectives, 219 Swarthmore College, 4–5, 7, 23 Syllable number, and memory, 322–323 Symmetry testing, 179 Syntactic ambiguities and lexically specific argument, 331-336 and lexical preference, 331-336 and lexical priming, 339 Syntactic bootstrapping defined, 277-279

original proposal of, 288 pioneered by Gleitmans, 276 presyntactic mechanism for, 284-285 sentence interpretation in, 283 in verb learning, 280 Syntactic context, and object naming, 219 Syntactic diversity, 268 Syntactic evidence, child's understanding of, 279-280 Syntactic information, lexically specific, 329 Syntax acquisition, 276 argument linking in, 283 early education of, 246 and presyntactic division, 287 utterances in, 282 verb learning in, 280 Tanenhaus, M. K., 329 Tangent discontinuity (TD), 163 continuity and, 165-166 and good form, 174 Taylor, M., 195 Teacher-preschooler interactions, and MSV distinction, 267-268 Teaching. See also Seminars of graduate students, 154 H. Gleitman on, 49 of L. Gleitman, 54-55, 56 of psychology by H. Gleitman, 27 Teaching assistants, 42 Teitelbaum, Philip, 5 Telegraphic listeners, and grammatical morphemes, 195 Television input and MSV acquisition, 270n.6 and MSV understanding, 266 and PPVT scores, 256 Textbooks. See also Psychology publishing of, 51 writing of, 51 Theater, H. Gleitman's love of, 28, 36. See also Plays Theory of mind (TOM) developing, 252-254 and preschool experience, 264, 268 Thines, G., 157 Thinking and mental verbs, 247 as perceptual experience, 249 Thinking out loud. See also Auditory im-

agery

Thinking out loud (cont.) reasons for, 154 research on, 139-140 Thoughts effect of emotion on, 239 externalized forms of, 140 Toddlers. See also Children bound morpheme comprehension in, 197-200, 202 comprehension studies in, 196 and sentence structure, 280 understanding in, 195 Tolman, Edward Chace, 2, 47 Transformation and Discourse Analysis Project (TDAP), 3 Transitional probabilities, 108, 111 Transitive sentences vs. intransitive sentences, 287 object arguments of, 286-287 Transparency phenomena, 158, 161 Troscianko, T., 295 Trueswell, John C., 327-345 Tunneling, demonstration of, 306 Unit formation, Gestalt principles and, 161 Unity, perceived, and relatability, 172 UNIVAC2 computer, 3 Universal Grammar (UG), 276 Utterances, grouping of words into, 281-282

Vanderhelm, P., 174 Vanlier, R. J., 174 Verbal auxiliaries, position of, 13 Verbal memory, in neuroimaging experiments, 89-90 Verb game, 17 Verb meanings learning of, 16 presyntactic structural cues to, 279-280 understanding of, 18 Verbs. See also Mental state verbs (MSVs) argument structures of, 333 compared with nouns, 317-318 interpretation of, 278 learning, 278, 288 perceptual, 250 prosodic properties of, 193 relational meaning of, 277 second-syllable stress, 318 semantic structures of, 281 and sentence structure, 277

Verbs, action, in syntactic context, 220 Verrekia, L., 315 Verse noun-verb stress difference in, 318-319 rhyme patterns in child, 321-324 rhythmic structure of, 312–314 Virtue, emotion and, 241 Vision, models of, 163 Visual imagery, and Gestalt principles, 150-151 Visual memory, 296–297 Visual recognition, study of, 10 Visual sequences, segmentation in, 110 Vives, Juan Luis, 233 Vocabulary of blind children, 211, 214 and shape bias, 227 and television input, 256–263 Vocabulary learning, and sentence structure, 282–283 Wallach, Hans, 4, 23, 292 Watson, John, 139 Wellman, H. M., 82 Wertheimer, M., 161, 181 Wheeler, K., 294 Whole units, words stored as, 202-203 Williams, Dave, 27 Word acquisition, for blind child, 212-213 Word blends, 319-321 elements in, 320 predictions of, 320-321 Wordgleits, 28 Word learning, and category membership, 216 Word order patterns, 319-320 Word recognition argument structures in, 336-340 syntactic aspects of, 340 Word segmentation and statistical learning, 107-108 studies, 108-110 World events, in language acquisition, 277 Wright, Thomas, 234 Writing, detachment from, 155

Yantis, S., 297 Yin, Carol, 180 Yuille, J. C., 322