

1. Record Nr.	UNISA996199726703316
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Titolo	39th Hawaii International International Conference on Systems Science (HICSS-39 2006): Abstracts and CD-ROM 04-07 January 2006/Kauai, Hawaii
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Disciplina	004.21
Soggetti	System design
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Sommario/riassunto	HICSS 2006 consists of over 430 papers in nine major tracks and two symposia. HICSS provides a unique source of ideas, advances, and applications among academicians and practitioners in the information, computing, and system sciences. The HICSS series of conferences is now in the 39th year. Very few conferences have been able to grow and develop as HICSS has over this period. The computer age is barely 50 years old, and HICSS has been an important event in the world of computer science and information technology during most of that time.

2. Record Nr.	UNINA9910958211403321
Titolo	Action meets word : how children learn verbs / / edited by Kathy Hirsh-Pasek, Roberta Michnick Golinkoff
Pubbl/distr/stampa	Oxford, : Oxford University Press, 2006
ISBN	0-19-029095-1 0-19-517000-8 0-19-534694-7 1-280-84100-1 1-4294-0284-9
Edizione	[1st ed.]
Descrizione fisica	1 online resource (605 p.)
Altri autori (Persone)	Hirsh-PasekKathy GolinkoffRoberta M
Disciplina	401.93
Soggetti	Language acquisition Grammar, Comparative and general - Verb
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Contents; Contributors; Introduction: Progress on the Verb Learning Front; Part I: Prerequisites to Verb Learning: Finding the Verb; 1 Finding the Verbs: Distributional Cues to Categories Available to Young Learners; 2 Finding Verb Forms Within the Continuous Speech Stream; 3 Discovering Verbs Through Multiple-Cue Integration; Part II: Prerequisites to Verb Learning: Finding Actions in Events; 4 Actions Organize the Infant's World; 5 Conceptual Foundations for Verb Learning: Celebrating the Event; 6 Precursors to Verb Learning: Infants' Understanding of Motion Events 7 Preverbal Spatial Cognition and Language-Specific Input: Categories of Containment and Support 8 The Roots of Verbs in Prelinguistic Action Knowledge; 9 When Is a Grasp a Grasp? Characterizing Some Basic Components of Human Action Processing; 10 Word, Intention, and Action: A Two-Tiered Model of Action Word Learning; 11 Verbs, Actions, and Intentions; Part III: When Action Meets Word: Children Learn Their First Verbs; 12 Are Nouns Easier to Learn Than Verbs? Three Experimental Studies; 13 Verbs at the Very Beginning: Parallels

Between Comprehension and Input

14 A Unified Theory of Word Learning: Putting Verb Acquisition in Context
15 Who's the Subject? Sentence Structure and Verb Meaning; Part IV: How Language Influences Verb Learning: Cross-Linguistic Evidence; 16 Verb Learning as a Probe Into Children's Grammars; 17 Revisiting the Noun-Verb Debate: A Cross-Linguistic Comparison of Novel Noun and Verb Learning in English-, Japanese-, and Chinese-Speaking Children; 18 But Are They Really Verbs? Chinese Words for Action; 19 Influences of Object Knowledge on the Acquisition of Verbs in English and Japanese

20 East and West: A Role for Culture in the Acquisition of Nouns and Verbs
21 Why Verbs Are Hard to Learn; Author Index; A; B; C; D; E; F; G; H; I; J; K; L; M; N; O; P; Q; R; S; T; U; V; W; X; Y; Z; Subject Index; A; B; C; D; E; F; G; H; I; J; K; L; M; N; O; P; R; S; T; U; V; W

Sommario/riassunto

Words are the building blocks of language. An understanding of how words are learned is thus central to any theory of language acquisition. Although there has been a surge in our understanding of children's vocabulary growth, theories of word learning focus primarily on object nouns. Word learning theories must explain not only the learning of object nouns, but also the learning of other, major classes of words - verbs and adjectives. Verbs form the hub of the sentence because they determine the sentence's argument structure. Researchers throughout the world recognize how our understanding of