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This volume brings together contributions by prominent researchers in the fields of language processing and language acquisition on topics of common interest: how people refer to objects in the world, how people comprehend such referential expressions, and how children acquire the ability to refer and to understand reference.

The contributors first discuss issues related to children's acquisition and processing of reference, then consider evidence of adults' processing of reference from eye-tracking methods (the visual-world paradigm) and from corpora and reading experiments. They go on to discuss such topics as how children resolve ambiguity, children's difficulty in understanding coreference, the use of eye movements to physical objects to measure the accessibility of different referents, the uses of probabilistic and pragmatic information in language comprehension, antecedent accessibility and salience in reference, and neuropsychological data from the event-related potential (ERP) recording literature.