

BOWERMAN (1980)

6 JAN 2021

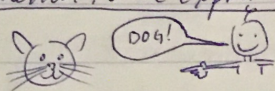
Two core questions:

- ① What kinds of categorization processes do kids use (& how do they resemble adults'?)
- ② Where do early categories come from, experience or native intuition?

DIARY STUDY!

Daughters Christy & Eva. 2.5 years apart (C is older). Extensive records till 2;0

Phenomenon to be explained?



Is this a case of ① literal confusion? ② metaphorical (or other rational) extension? ③ straightforwardly about similarity w/ no deeper categorical implication?

Complexive categories: classes formed by some principle other than a common attribute, e.g. chain complexes: ▲ △ ○ ⊕ ⊞ ...

2 some (Vygotsky, Bloom) propose complexive categories to be more primitive (& to occur earlier) compared to non-complexive ones

RESULTS:

- Noncomplexive word uses came first
- Complexive word uses came later & continued into year 3 & beyond
- Word usage featured prototypical attributes, seem to reflect prototypicality structure
e.g. an ID-able prototype word ^{frequently used &} usually the 1st use of the word
(minimal discontinuity w/ adult categorization processes)
- Two patterns for word source emerge:
 - 1) not conceivably from adult input (i.e. consistent w/ the preformulated concepts Hyp)
 - 2) considerable influence from adult input
^{e.g. especially shape}
- Joint roles of salience, frequency, & firstness in initial prototype formation
- Non-English-like extensions often documented in other lgs — shared underlying biases?

Flexibility of these early categories across diff tasks (e.g. ID vs. discrimination?)