

Contents

Preface xiii

List of tables xv

List of figure Publisher's a		wiedgements xvii		
Part 1 First	-Lang	guage Learning 1		
Chapter 1	How Children Learn Language 3			
	1.1	The development of speech production 3		
	1.2	The development of speech comprehension 20		
	1.3	The relationship of speech production, speech comprehension, and thought 25		
	1.4	Parentese and Baby Talk 27		
	1.5	Imitation, rule learning, and correction 30		
	1.6	Learning abstract words 32		
	1.7	Memory and logic in language learning 34		
Chapter 2	The	Deaf and Language: Sign, Oral, Written 37		
	2.1	Sign language: a true language without speech 37		
	2.2	Gestures of hearing people are signs but		
	2.2	do not form a language 39		
	2.3	Speech-based sign languages 41		
	2.4	Independent Sign Languages (ISLs) such as American Sign Language (ASL) 45		
	2.5	The Oral Approach and Total Communication 48		
	2.6	The sign language vs. Oral Approach controversy 50		
	2.7	Public recognition of ASL and growth of		
		deaf pride 51		
	2.8	The Steinberg Written Language Approach for		
		complete communication 54		
	2.9	A programme for teaching written languages 58		
Chapter 3	Reading Principles and Teaching 65			
	3.1	Writing systems and speech 65		
	3.2	The Whole-Word vs. Phonics/Decoding		

controversy 68

	3.3 3.4	A universal four-phase reading programme 82 The advantages of early reading for pre-school age children 89			
Chapter 4	Wild and Isolated Children and the Critical Age Issue for Language Learning 91				
	4.1	Victor: The Wild Boy of Aveyron 91			
		Genie: raised in isolation 93			
	4.3	Isabelle: confinement with a mute mother 95			
	4.4	Chelsea: began to learn language at age 32 96			
	4.5	0			
	4.6 4.7	Oxana and Edik: raised by dogs 99 A critical age for first-language learning? 100			
Chapter 5	Animals and Language Learning 104				
	5.1	Teaching spoken English to apes 104			
	5.2	Teaching sign language to the chimpanzee, gorilla and orangutan 106			
	5.3	Teaching artificial languages to chimpanzees 111			
	5.4	0 0 0 1			
	5.5				
		parrot 116			
	5.6				
		English words 117			
		Conclusion 118			
	5.8	Websites for more information 118			
Part 2 Sec	ond-L	anguage Learning 121			
Chapter 6	Chil	ldren vs. Adults in Second-Language Learning 123			
	6.1	Children are better: a common belief 123			
	6.2	Basic psychological factors affecting			
		second-language learning 124			
	6.3	Social situations affecting second-language			
		learning 130			
	6.4	Is there a critical age for second-language learning? 135			
Chapter 7	Sec	ond-Language Teaching Methods 138			
	7.1	Characterizing the essentials of methods 138			
	7.2	Traditional methods: Grammar–Translation, Natural, Direct, Audiolingual 139			

	7.37.47.5	Offbeat methods appear then disappear: Cognitive Code, Community Language Learning, Silent Way, Suggestopedia 146 Contemporary methods: Total Physical Response, Communicative Language Teaching, Natural Approach, Content-Based Instruction, Task-Based Language Teaching, Computer-Assisted Language Learning 147 Goals must be considered in the selection of a teaching method 158			
Chapter 8	Bilingualism, Intelligence, Transfer, and Learning Strategies 160				
	8.1	Varieties of bilingualism 160			
	8.2	Is bilingualism beneficial or detrimental? 161			
	8.3	Effects of early bilingualism on first-language			
		development and intelligence 162			
	8.4	Sequential and simultaneous learning situations 165			
	8.5	Strategies for second-language production 169			
	8.6	Teaching reading in a bilingual situation at home 172			
Part 3 Language, Mind and Brain 175					
Chapter 9	Lang	guage, Thought and Culture 177			
	9.1	A relationship at the heart of psycholinguistics 177			
	9.2	Four theories regarding the dependence of			
		thought and culture on language 179			
	9.3	Theory 1: Speech is essential for thought 180			
	9.4				
	9.5	Theory 3: Language determines or shapes our perception of nature 186			
*	9.6	Theory 4: Language determines or shapes our cultural world view 191			
	9.7	Erroneous beliefs underlying the four theories 194			
	9.8	The best theory: Thought is independent of			
		language 196			
Chapter 10		Where Does Language Knowledge Come From? Intelligence, Innate Language Ideas, Behaviour? 199			
	10.1	How do we acquire knowledge? 199			
		Mentalism vs. Materialism 200			
		Behaviourist wars: Materialism vs.			
	20.0	Epiphenomenalism vs. Reductionism 202			

Contents

	10.4	Philosophical Functionalism and our objections to it 203
	10.5	Mentalist wars: Empiricism's Intelligence vs.
	10 (Rationalism's Innate Ideas 205
	10.6	Chomskyan arguments for innate language
	10 -	ideas and the inadequacy of those arguments 208
	10.7	It is time for Emergentism to re-emerge? 216
Chapter 11	Natu	ral Grammar, Mind and Speaker Performance 23
	11.1	Psychological criteria for assessing grammars 217
	11.2	The explanatory inadequacy of Chomsky's
		syntax-based grammar 221
	11.3	Performance-related grammars 226
	11.4	Primacy of speech comprehension 227
	11.5	Inadequacy of Functionalist and Cognitive
		grammars 229
	11.6	How the child learns a Natural Grammar 230
	11.7	Towards a theory of Natural Grammar in
		relation to thought and its functioning in the
		comprehension and production of sentences 239
Chapter 12	Lang	uage and the Brain 242
	12.1	General brain structure and function 242
	12.2	Hemispheric structure and function 245
	12.3	Language areas and their functioning 250
	12.4	Right-hemisphere language abilities 252
	12.5	The bilingual brain 254
	12.6	Sign language 255
	12.7	Language disorders: aphasias 256
	12.8	Methods of investigating brain and language 261
References	263	
Author inde	x 294	4
Subject inde	x 29	9