

Contents

Preface	ix
Acknowledgments	xii
1 An Overview of Five Dimensions of Language	1
<i>Introduction</i>	1
<i>Language Structure</i>	1
<i>Language Acquisition</i>	5
<i>Language and Learning</i>	8
<i>Language Use in Social Contexts</i>	10
<i>Language Variation</i>	11
<i>Finally</i>	14
section one language structure	
2 Native Speaker Abilities	15
<i>Introduction</i>	15
<i>Recognizing Grammatical and Ungrammatical Sentences</i>	16
<i>Recognizing More and Less Grammatical Sentences</i>	18
<i>Recognizing Relations within Sentences</i>	20
<i>Recognizing Relations among Sentences</i>	25
<i>Recognizing Ambiguities</i>	26
<i>Creating Novel Sentences</i>	33
<i>Conclusion</i>	33

3	Components of Language Structure	35
	<i>Introduction</i>	35
	<i>Semantic Component</i>	36
	<i>Syntactic Component</i>	48
	<i>Phonological Component</i>	52
	<i>The Whole</i>	58
	<i>Written Language</i>	62
4	Language Structure: Teachers and Children	65
	<i>Introduction</i>	65
	<i>Oral Language Examples</i>	66
	<i>Written Language Examples</i>	74
	<i>Children's Questions about Talk and Print</i>	78
	<i>Teachers and (Non)Language</i>	79
	<i>Learning about Language</i>	81
	<i>Finally</i>	86
	<i>Suggested Exercises and Projects</i>	87
	<i>Suggested Further Reading</i>	89
	section two	language acquisition
5	Perspectives on Language Acquisition	90
	<i>Introduction</i>	90
	<i>Perspectives on Language Acquisition</i>	96
	<i>In Conclusion</i>	109
6	Language Acquisition: Developmental Sequence	111
	<i>Introduction</i>	111
	<i>Preschool Development: A Sketch</i>	111
	<i>Preschool Development: A Closer Look</i>	124
	<i>Later Combinatory Speech</i>	136
	<i>The School Years</i>	150
7	Language Acquisition: Interaction of Child and Context	158
	<i>Introduction</i>	158
	<i>The Child</i>	163
	<i>The Social Context</i>	195

8	Language Acquisition: Teachers and Children	218
	<i>Introduction</i>	218
	<i>The Social Context</i>	220
	<i>Suggested Projects</i>	256
	<i>Suggested Further Resources</i>	258
	section three	language and cognition
9	Language in Learning	261
	<i>Introduction</i>	261
	<i>Focusing Attention</i>	265
	<i>Making Understandings More Precise</i>	268
	<i>Reinterpreting Past Experience</i>	269
	<i>Going beyond Present Personal Experience</i>	270
	<i>The Importance of Interaction in Comprehending and Learning</i>	272
	<i>Embedded and Disembedded Thinking</i>	279
10	Language in Learning: Teachers and Children	286
	<i>Introduction</i>	286
	<i>Children's Curiosity Questioning in School (Do They Do It?)</i>	287
	<i>The Teacher's Roles</i>	292
	<i>Classrooms in Tune with Children's Curiosity: Two Examples</i>	307
	<i>Suggested Projects</i>	314
	<i>Suggested Further Readings</i>	317
	section four	language use in social contexts
11	Communicative Competence	318
	<i>Introduction: Exploring Communicative Competence</i>	318
	<i>The Purposeful Nature of Language</i>	323
	<i>Organization of Communication Events</i>	327
	<i>Variation in Discourse Styles</i>	335
	<i>Summary</i>	341
	<i>The Development of Communicative Competence</i>	342
	<i>In Conclusion</i>	354

12	Communicative Competence: Teachers and Children	355
	<i>Introduction</i>	355
	<i>Function</i>	356
	<i>Situation</i>	374
	<i>Some Talk about Talking (Or, up on the Soap Box Again)</i>	378
	<i>Suggested Exercises and Projects</i>	386
	<i>Suggested Further Readings and Resources</i>	392
	section five language variation	
13	Dialect Variation	394
	<i>Regional and Social Dialects</i>	394
	<i>Features of Black English</i>	398
	<i>Myths</i>	408
14	Dialect Variation: Teachers and Children	414
	<i>Introduction</i>	414
	<i>A Broad Look</i>	415
	<i>A Closer Look</i>	417
15	Different Languages: Teachers and Children	435
	<i>Introduction</i>	435
	<i>Two Views</i>	437
	<i>Second-Language Acquisition Reconsidered</i>	445
	<i>The Environment Reconsidered: Classroom Implications</i>	465
	<i>Suggested Projects</i>	470
	<i>Suggested Further Readings and Resources</i>	473
	References	475
	Index	487