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Child Language By Matthew Saxton

Saxton makes complex, and at times controversial, topics accessible and relevant, and the text will be invaluable for students of language, linguistics and psychology alike. -- Dr Kate Scott, Senior Lecturer. Mathew Saxton's Child Language is an excellent book on a difficult to understand (and explain) field. The book covers the what we know about child language development in a readily accessible, readable and at times amusing format, which is perfect for UGs who have no previous ...

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Child language: acquisition and development. Saxton, Matthew. "The acquisition of language is a staggering feat, yet one that all typically developing children have largely tackled by the time they reach school age. This book presents the latest thinking and research on how children acquire and develop their first language, written in a manner that will be stimulating and interesting for a range of undergraduate students."

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But Saxton's first chapter, 'Prelude: Landmarks in the landscape of child language', is gentle (e.g. a word- categorizing exercise), eye-catching (e.g. a section on neonate perception entitled 'The...

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Mathew Saxton's Child Language is an excellent book on a difficult to understand (and explain) field. The book covers the what we know about child language development in a readily accessible, readable and at times amusing format, which is perfect for UGs who have no previous knowledge in the field.

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Child Language: Acquisition and Development: Author: Matthew Saxton: Edition: illustrated, reprint: Publisher: SAGE Publications, 2010: ISBN: 1412902320, 9781412902328: Length: 326 pages: Subjects

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Child Language | SAGE Publications Ltd

Matthew Saxton is trained in psychology and linguistics at the Universities of Edinburgh and Oxford, and worked for about 20 years variously at Royal Holloway, University of London, Westminster University and the Institute of Education - UCL. In 2011, he retrained as a nurse and now works in the NHS at a central London hospital.

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Child Language Teaching and Therapy, 21: 1, 23–38. CrossRef Google Scholar. Saxton, M. (2008). What's in a name? Coming to terms with the child's linguistic environment. ... Matthew Saxton; There are no affiliations available. About this chapter. Cite this chapter as: Saxton M. (2009) The Inevitability of Child Directed Speech. In: Foster ...

Presented with the latest thinking and research on how children acquire their first language, this new Second Edition helps readers develop the skills to engage with key debates and current research in the field of child language. This practical text assumes the reader has no background knowledge of linguistic theory and all specialist terms are introduced in clear, non-technical language. A theme running through the book is the nature-nurture debate, rekindled in the modern era by Noam Chomsky, with his belief that the child is born with a rich knowledge of language. Child Language is rare in its balanced presentation of evidence from both sides of the nature-nurture divide. The reader is then encouraged to adopt a critical stance throughout and weigh up the evidence for themselves.

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Electronic Inspection Copy available for instructors here Presented with the latest thinking and research on how children acquire their first language, the reader is taken from a standing start to the point where they can engage with key debates and current research in the field of child language. No background knowledge of linguistic theory is assumed and all specialist terms are introduced in clear, non-technical language. A theme running through the book is the nature-nurture debate, rekindled in the modern era by Noam Chomsky, with his belief that the child is born with a rich knowledge of language. This book is rare in its balanced presentation of evidence from both sides of the nature-nurture divide. The reader is encouraged to adopt a critical stance throughout and weigh up the evidence for themselves. Key features for the student include: boxes and exercises to foster an understanding of key concepts in language and linguistics; a glossary of key terms; suggestions for further reading; a list of useful websites at the end of each chapter; discussion points for use in class; and separate author and subject indexes.

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Whether we grow up with one, two, or several languages during our early years of life, many of us will learn a second, foreign, or heritage language in later years. The field of Second language acquisition (SLA, for short) investigates the human capacity to learn additional languages in late childhood, adolescence, or adulthood, after the first language --in the case of monolinguals-- or languages --in the case of bilinguals-- have already been acquired. Understanding Second Language Acquisition offers a wide-encompassing survey of this burgeoning field, its accumulated findings and proposed theories, its developed research paradigms, and its pending questions for the future. The book zooms in and out of universal, individual, and social forces, in each case evaluating the research findings that have been generated across diverse naturalistic and formal contexts for second language acquisition. It assumes no background in SLA and provides helpful chapter-by-chapter summaries and suggestions for further reading. Ideal as a textbook for students of applied linguistics, foreign language education, TESOL, and education, it is also recommended for students of linguistics, developmental psycholinguistics, psychology, and cognitive science. Supporting resources for tutors are available free at www.routledge.com/ortega.

The remarkable way in which young children acquire language has long fascinated linguists and developmental psychologists alike. Language is a skill that we have essentially mastered by the age of three, and with incredible ease and speed, despite the complexity of the task. This accessible textbook introduces the field of child language acquisition, exploring language development from birth. Setting out the key theoretical debates, it considers questions such as what characteristics of the human mind make it possible to acquire language; how far acquisition is biologically programmed and how far it is influenced by our environment; what makes second language learning (in adulthood) different from first language acquisition; and whether the specific stages in language development are universal across languages. Clear and comprehensive, it is set to become a key text for all courses in child language acquisition, within linguistics, developmental psychology and cognitive science.

This book provides a snapshot of the field of language acquisition at the beginning of the 21st Century. It represents the multiplicity of approaches that characterize the field and provides a review of current topics and debates, as well as addressing some of the connections between sub-fields and possible future directions for research.

The Routledge Comedy Studies Reader is a selection of the most outstanding critical analysis featured in the journal Comedy Studies in the decade since its inception in 2010. The Reader illustrates the multiple perspectives that are available when analysing comedy. Wilkie's selections present an array of critical

approaches from interdisciplinary scholars, all of whom evaluate comedy from different angles and adopt a range of writing styles to explore the phenomenon. Divided into eight unique parts, the Reader offers both breadth and depth with its wide range of interdisciplinary articles and international perspectives. Of interest to students, scholars, and lovers of comedy alike, The Routledge Comedy Studies Reader offers a contemporary sample of general analyses of comedy as a mode, form, and genre.

Adults tend to take language for granted - until they have to learn a new one. Then they realize how difficult it is to get the pronunciation right, to acquire the meaning of thousands of new words, and to learn how those words are put together to form sentences. Children, however, have mastered language before they can tie their shoes. In this engaging and accessible book, William O'Grady explains how this happens, discussing how children learn to produce and distinguish among sounds, their acquisition of words and meanings, and their mastery of the rules for building sentences. *How Children Learn Language* provides readers with a highly readable overview not only of the language acquisition process itself, but also of the ingenious experiments and techniques that researchers use to investigate this mysterious phenomenon. It will be of great interest to anyone - parent or student - wishing to find out how children acquire language.

Is children's language acquisition based on innate linguistic structures or built from cognitive and communicative skills? This book summarises the major theoretical debates in all of the core domains of child language acquisition research (phonology, word-learning, inflectional morphology, syntax and binding) and includes a complete introduction to the two major contrasting theoretical approaches: generativist and constructivist. For each debate, the predictions of the competing accounts are closely and even-handedly evaluated against the empirical data. The result is an evidence-based review of the central issues in language acquisition research that will constitute a valuable resource for students, teachers, course-builders and researchers alike.

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