## Contents

	Lis	t of figures	<i>page</i> vii
	Lis	t of tables	х
	Lis	xi	
	Lis	xii	
	Pre	xiii	
		knowledgements	xv
1	Introduction		
	1.1	The major theoretical approaches	1
	1.2	• ••	4
	1.3	Methodologies	6
2	Spe	13	
	2.1	Introduction	13
	2.2	Characteristics of speech	14
	2.3	Developing a phonemic inventory	18
	2.4	Segmenting the speech stream into words, phrases and clauses	31
	2.5	Speech production	47
	2.6	Speech perception, segmentation and production: conclusion	57
3	Learning word meanings		
	3.1	Introduction	61
	3.2	The constraints or 'principles' approach	62
	3.3	The social-pragmatic approach	70
	3.4	The associative learning approach	83
	3.5	, , , , , , , , , , , , , , , , , , , ,	89
	3.6	Conclusion: how do children learn the meanings of words?	100
4	The	103	
	4.1	Generativist approaches	103
	4.2	Constructivist approaches	123
	4.3	Theoretical approaches to grammar acquisition: conclusion	136
5	Inflection		
	5.1	Introduction to inflection	137

## vi Contents

	5.2	Why do children fail to mark tense and agreement in obligatory	144
		contexts?	144
	5.3	Are children less productive with morphology than adults?	157
	5.4	Rules versus analogies in inflectional morphology (with special	
		reference to the English past-tense debate)	169
	5.5	Learning inflectional morphology: conclusion	187
6	Simple syntax		
	6.1	Identifying/constructing syntactic categories	192
	6.2	Acquiring basic word order	209
	6.3	The retreat from overgeneralization error	242
	6.4	Simple syntax: conclusion	265
7	Movement and complex syntax		
	7.1	Non-canonical word orders (passives and questions)	269
	7.2	Multiple-clause sentences	289
	7.3	Movement and complex syntax: conclusion	312
8	Binding, quantification and control		314
	8.1	Binding and coreference	315
	8.2	Quantification	335
	8.3	Control	346
	8.4	Binding, quantification and control: conclusion	357
9	Related debates and conclusions		
	9.1	Related debates	359
	9.2	Conclusions and future directions	369
	Notes		377
	References		387
	3		
	Author index		427
	Subject index		432