Christian fundamentalism, 8, 87–100

classical method. See grammar-translation method

Code of Hammurabi, 75–76

cognitive/constructivist (CC) approaches, 127–129

cognitive development: denial of Critical Period Hypothesis and, 111; maturational nature of, 37–38; Williams Syndrome and, 46

communicative competence, 129

connectionism, 107

constituent: anti-nativism and, 102–103; creationism arguments and, 95–96; definition of, 22; example of, 22–23; phrase structure rules regarding, 22–26

constructivism, 129

Copernicus, 16–17

corpus callosum, 42

creationism: account of Critical Period Hypothesis by, 90; agenda of, 114–115; basis of, 8; current threat of, 83–84, 86–88; future of, 145–146; linguistics according to, 88–100; overview of, iv–v

Critical Period Hypothesis (CPH): affirmative evidence of, 40; creationism’s account for, 90; empiricist’s view of, 105–107; evidence for and against, 114; language deprivation and, 48–49; language loss and, 46–48, 50; optimal learning age in, 40; overview of, 6, 35–36; researchers’ denial of, 107–113, 115–116

Darwin, C., 2–3, 55, 78, 90, 94, 100

Darwinism. See Natural selection
dative case, 122

declarative memory, 52–53

deep structure, 91–92

Descartes, R., 14, 84

descriptive adequacy, 95, 119–120

Direct Method, 123–124

discrepant loss, 50

displaced constituent, 26–30, 37

domain-relevant knowledge, 101–104
domain-specific knowledge, 101–104

ECPO (exhaustive constant partial ordering), 29–30

Ehrenreich, B., 8, 87, 88, 115, 152

Einstein, A., 97–100, 137

Einstein Gulf, 98–100

empiricism, 100, 105–107

encephalization quotient, 64

environment of evolutionary adaptation (EEA), 60

epilepsy, 42, 45, 52

equipotentiality, 53

evolution: creationism’s alternatives to, 89–100; definition of, 60; of hominid genera, 64–70; phylogeny-ontogeny relationship and, 80–83; prehistoric adulthood languages and, 70–80; studies of, v, 2; threats to theory of, 83, 86–88

evolutionary psychology (EP): architect of, 62; campaigns against, 8, 87–88, 144; overview of, 2–4; pedagogical considerations and, 137–142; Williams Syndrome and, 103

exhaustive constant partial ordering (ECPO), 29–30

experiential constant partial ordering (ECPO), 29–30

experiential knowledge, 14, 27–28, 36, 41, 44, 54, 62, 70, 94

experiential view, 100, 101, 108–109

explanatory adequacy, 95

explicit knowledge, 52–53, 129–130

first language acquisition: in adolescence, 32; benefits of, 7; bilingualism and, 53–54; characteristics of, 37–38; controversial claims regarding, 12–13; denial of Critical Period Hypothesis and, 109; evolutionary perspective of, 9; generative theory and, 16–36; versus second language acquisition, 4–5

flexion, 66, 68

fluency: bilingualism and, 53–54; in children versus adult language learning, 40, 48; denial of Critical Period Hypothesis and, 109; of nomadic people, 72

fMRI (Functional Magnetic Resonance Imaging), 43–45, 51

foreign language learning: Chomsky’s skepticism of, 118–119; college-level courses in, 116; evolutionary psychology and, 137–142; future of, 147–154; history of, 121–136; lack of participation in, 152–153; in popular film, 1–2

fossilization, 126

Franklin, B., 149
French language: anti-nativism disproof and, 102; bilingual brain mapping and, 51; clitics in, 31, 32; denial of Critical Period Hypothesis and, 112–113; exceptions in, 96; parameter setting in, 34–35
Fries, C., 125
functional transcranial Doppler-ultrasonography (fTCD), 44–45, 157
Galileo, 83–84
Gardner, M., 63, 152
generative grammar: bilingualism and, 52–53; criticisms of, 144–145; definition of, 17; exhaustive constant partial ordering and, 29; informal experiment regarding, 20–22; lexical-phrasal distinction in, 28n; Turing Test example for, 17–20
generative theory: versus anti-nativism, 101; criticisms of, 144; current state of, 145; definition of, 17; history of, 16–32; purpose of, 5
genetics: ability and, 120; creationists’ explanation for diversity and, 92; disorders involving, 45–46; hominid evolution and, 64, 70
generative theory, 20, 28, 68, 82
Goodall, J., 74
Gore, A., 89
gorilla, 64, 65(fig.)
Gould, S. J., 9, 45, 69, 80, 100
generator, complexity of: creationism and, 89–90, 94–97; cultural variances and, 30–32; informal experiment regarding, 20–22; Turing Test and, 17–20
grammar instruction, 124, 130–132
grammar-translation (GT) method, 121–123
grammaticality judgment tasks, 112–113
Greek language, 53, 122, 123
Hall, A., 87
Hammond, A., 149
head (syntax), 33–35
hemispherectomy, 42
Hillerman, T., 78
hippocampus, 42
Hobbes, T., 73–80
hominid, 64–70, 71–80
Homo erectus, 65(fig.), 66, 68
Homo habilis, 64, 65, 66–68, 76, 157
Homo neanderthalensis, 65(fig.), 66–68, 76
Homo rudolfensis, 64
Homo sapiens, 63, 64–70
humanities: Christian fundamentalist arguments in, 8; Darwin’s influence in, 3, 60–62; sciences’ collaboration with, 62–63
Hume, D., 27
immigrants: bilingual competence of, 50, 53–54; denial of Critical Period Hypothesis and, 115–116; future of education programs for, 150–151; adolescent, 32; motivation of, 36
implicit knowledge, 52–53, 129–130
inflected language, 94–95
innate knowledge, 13, 22–26
in situ, 96
Institute for Creation Research (ICR), iv, 87, 98, 146
intelligent design, 145–146, 158
intraocular retinal prosthesis (IRP), 79–80
International Conference on Creationism, 87, 146
intracarotid amobarbital test, 44, 45, 51
irreducible complexity, 90
Italian language, 51–52
Jackendoff, R., v, 20, 28, 68, 82

Kitzmiller et al. v. Dover, 146
Koko (primate), 62, 63
Krashen, S.: influence of, 98; Monitor Hypothesis of, 52, 129–130; and Natural Approach, 131, 141
language: benefits of, 7; biological structures of, 4; characteristics of, 12, 37; evolution of, 64–70; exhaustive constant partial ordering and, 29–30; metabolic cost of, 80–81; natural selection and, 4; of primates, 62–63
language attrition, 150, 158
language deprivation, 48–49, 54, 105–106
language development: bilingualism and, 53–54; brain disorders and, 45–46; counterfactual scenarios in, 56; denial of Critical Period Hypothesis and, 109–110; maturational nature of, 37–38
language drift, 73, 79
language loss: brain pathology and, 42–43; Critical Period Hypothesis and, 46–48, 50; grammar-translation method and, 123
Lantolf, J., 61
Larsen-Freeman, D., 121
larynx, 66, 67, 69–70
Leakey, M., 63, 64, 68
Leakey, R., 63, 68
learned knowledge, 129–130
Lenneberg, E., 2, 6, 35, 36, 47, 109
Lewis, M., 61
Lieberman, P., 2, 61, 64, 66, 105
linguistic theory: behaviorism in, 13–16; controversial claims in, 12-13; generative theory in, 16-32, 35-36; minimalism in, 32–35
L1 interference, 128–129
Locke, J., 14, 54
Long, M., 36, 61, 114, 149
Lozanov, G., iii, iv, 133, 134, 135, 136, 137
Lucy (transitional hominid), 63, 64
McIntosh, J., 8, 87, 88, 115
McKeon, D., 110, 111, 112
minimalism, 30–36, 56, 145
Mogollon culture, 78
Monitor Hypothesis, 52-53, 129–130
monophyletic, 91
Moosally, M., iii, 97
Morphology, 81–82
Morris, H., 87, 88, 90–91, 92
Mozart Effect, 136

nativism, 4, 12–13, 54, 100
Natural Approach, 129–131
natural selection: attacks on, 8, 60; as basis of biology, 13; bilingualism in prehistoric people and, 72; Darwin’s work in, 55; humanities’ view of, 3, 60–62; language abilities and, 4; language diversity in prehistoric people and, 75–80; language evolution and, 68–69; pedagogical concerns and, 139–142
nature, versus nurture, 37, 40–41, 54
neurolinguistics, v, 158
Newmeyer, F. J., 35, 36, 111, 112
Newport, E. L., 48, 50, 107, 111
nominative case, 18, 122
Nova (television series), 63, 106
noun phrase: anti-nativism disproof and, 104; exhaustive constant partial ordering and, 29; lexical versus phrasal parts of speech and, 28; parameter setting and, 34; phrase structure rules of, 23, 24
nurture, versus nature, 37, 40–41, 54

ontogeny, 38, 56, 81–83
operant conditioning, 125

Oral Proficiency Interview (OPI), 132, 150
Orwell’s Problem (Chomsky), 86–88
Otztal Iceman, 76
panglossian paradigm, 9–10, 11, 72, 95
Paradis, M., 42, 52, 54, 70, 81, 130, 138
parallel loss, 50
Paranthropus robustus, 64, 80
parsing, 29, 119
pedagogical methods: accelerated learning and, 9; Chomsky’s skepticism of, 118–119; denial of Critical Period Hypothesis and, 115–116; evolutionary psychology and, 137–142; focus of, 141–142; history of, 121–136.
PET scan, 5, 44,51
pharynx, 66, 69–70
phatic function, 148
phrasals, 28, 82
phrase structure rule, 23, 159
philosophy, 61, 62, 87, 146–147
phylogeny, 38, 80–83
Piaget, J., 127
Pinker, S.: on brain-language connection, 80, 106–107; evolutionary studies of, 2, 8, 144; on humanities and science, 61–62; on neonates, 109
Planken, B., 108, 110
plasticity, 42, 56
Plato, 14
Plato’s Problem (Chomsky), 86
Pollard, C., 28, 145
denial of Critical Period Hypothesis and, 115–116; evolutionary psychology and, 137–142; focus of, 141–142; history of, 121–136.
post-modernism: denial of Critical Period Hypothesis and, 115; future of, 146–147, 152–153; history of, 60–61; threat of, 83, 87
poverty of stimulus, 26–30
prehistoric people, 7, 71–80
private language training centers, iii
procedural (memory) knowledge, 52–54, 81–83
pronouns, 31, 96, 112–113
proficiency-based instruction, 131–133
proto-language, 68–70
Quest for Fire (film), 1–2, 70, 78
Qu’ran, 75

Rabelais, F., 122
Rascón, D., 98
Renaissance, 83–84
Richard-Amato, P., 98
Richards, J., 121
Ross, J., 22, 25–26, 28, 30, 37
Rousseau, J.-J., 73–78
Sagan, C., 63, 100
Sag, I., 28, 29, 144, 145
saltationist hypothesis, 68
Sartre, J.-P., 115
“Science Wars,” 60–61, 146
second language acquisition (SLA): in adolescence, 32; benefits of, to prehistoric man, 7; bilingualism and, 50–54; denial of Critical Language Period and, 109–113; evolutionary perspective of, 9; versus first language acquisition, 4–5; future of, 147–154; lack of evolutionary studies in, v; minimalism and, 32–36; post-modernism and, 61; wishful thinking about, 10–11. See also adult language acquisition secular creationism, 87–88
Skeptic magazine, iv, v
Skinner, B. F., 9, 13, 15
SLI (Specific Language Impairment), 46
Snowden, C., 105–107, 111
Spanish language: anti-nativism disproof and, 51; clitics in, 31, 32; denial of Critical Period Hypothesis and, 112–113; economic market and, 152; exceptions in, 96; parameter setting in, 34–35
Specific Language Impairment (SLI), 46
Standard Social Sciences Model, 14, 159
stasis, 5
stenosis, 46, 160
suggestology, 133–137
suggestopedia, iii, iv, 133–137
super selective amytal test, 44
supralaryngeal vocal tract (SVT), 66, 68–69
surface structure, 91–92, 160
survival, of species. See natural selection
syntactic fissure, 42
syntax, 81–82, 160
tabula rasa, 133, 160
tacit knowledge, 129
Tarzan Syndrome, 131
TESOL (Test of English as a Second Language), 98
Turing Test, 17–20, 119
unification grammar, 28–29, 31, 35
Universal Grammar (UG), 12, 28
university-level foreign language program, 116, 134–135, 152
University of Michigan, 125
Upper Paleolithic Period, 69
U.S. Department of Education, 150, 153
Vargha-Khadem, F., 42, 70
verb: anti-nativism disproof and, 102; creationist arguments and, 96; parameter setting and, 34–35; poverty of stimulus argument and, 30
verb phrase, 23, 24, 28, 29, 34–35
Victor (language deprivation case), 48
Voltaire, F.-H., 9–10
Vygotsky, L., 127
Wada Test. See Intracarotid amobarbital test
Wartenburger, I., 51–52
Wenger, W., iii, 134
Wernicke’s: aphasia, 43; area, 51, 139
Whitaker, H. A., 42, 47, 51
Wiley, E., 108–110
Williams Syndrome, 45–46, 103
Wilson, D., 2, 43, 45, 71
Wilson, E. O., 62
Wright, R., 2, 3
X-Bar theory, 34