

C O N T E N T S

CONTRIBUTORS	xix
ACKNOWLEDGMENTS	xxi
ABBREVIATIONS	xxiii

I Second Language Acquisition: Introduction, Foundations, and Overview

William C. Ritchie

Tej K. Bhatia

I. Introduction	1
II. Historical Background and Theoretical Approaches	4
A. The 1940s and 1950s	5
B. The 1960s to the 1980s—Theoretical Approaches	6
C. Some Integrated Models of SLA	16
D. Summary	18
III. Current Issues in SLA Research	18
A. Introduction: The Central Questions	18
B. The Issues	22
C. Summary	35
IV. The Sections and Chapters of This Volume	35
A. Part I: Research and Theoretical Issues in Second Language Acquisition	35
B. Part II: Issues of Maturation and Modularity in Second Language Acquisition	36
C. Part III: Second Language Speech and the Influence of the First Language	38
D. Part IV: Research Methodology and Applications	39
E. Part V: Modality and the Linguistic Environment in Second Language Acquisition	39
F. Part VI: The Neuropsychology of Second Language Acquisition and Use	40
G. Part VII: Language Contact and Its Consequences	40
V. Conclusions	41
References	42

I RESEARCH AND THEORETICAL ISSUES IN SECOND LANGUAGE ACQUISITION

2 The Logical and Developmental Problems of Second Language Acquisition

Kevin R. Gregg

I. Explanatory Goals of L2 Acquisition Theory: The Logical and Developmental Problems	50
II. The Logical Problem of L2 Acquisition: Explaining L2 Competence	52
A. Why Competence?	53
B. The Learnability Condition	54
C. Learnability Considerations in L2 Acquisition	56
D. The Nature of L2 Competence: Modular versus Nonmodular Analyses	57
III. The Developmental Problem: Explaining the Acquisition Process	66
A. Criteria for an Acquisition Theory	66
B. The Theoretical Framework Criterion: Interfacing with the Logical Problem	67
C. The Sequence Criterion: Developmental Sequences	68
D. The Mechanism Criterion	69
IV. Constructing an L2 Acquisition Theory: Prospects and Problems	73
References	75

II ISSUES OF MATURATION AND MODULARITY IN SECOND LANGUAGE ACQUISITION

3 Universal Grammar and Second Language Acquisition: Current Trends and New Directions

Lydia White

I. Introduction	85
II. Principles and Parameters Theory	85
A. Principles: C-Command	86
B. Parameters: Verb Raising	88
III. Principles and Parameters in L2 Acquisition	90
A. Access to UG: Competence and Acquisition of Competence	91
B. Perspectives on Principles	94
C. Perspectives on Parameters	96

IV. Some Current Issues	103
A. Maturational Effects	103
B. Near Native-Speaker Competence	105
C. Exploring Interlanguage Competence	109
V. New Directions	112
A. Child-Adult Differences	112
B. Phonology	114
VI. Conclusions	115
References	116

4 A Parameter-Setting Approach to Second Language Acquisition

Suzanne Flynn

I. Introduction	121
II. Background	123
A. Universal Grammar and Language Acquisition: General Assumptions	123
III. L1 versus L2 Acquisition: The Logical Problem of L2 Acquisition and the Full Access Hypothesis	127
IV. Alternative Proposals	129
A. Methodological Considerations	130
B. The No Access Hypothesis: General Learning Strategies and Analogy as an Account of L2 Learning	131
C. The Partial Access Hypothesis	133
V. Evidence against the Partial Access Hypothesis and for the Full Access Hypothesis	134
A. New Parameter Settings: The CP Direction Parameter	134
B. L1 Vacuously Applied Principles	137
C. Error Data from Adult L2 Acquisition	140
D. Nontransfer of Language-Specific Aspects	142
E. Functional Categories	145
F. Derivative Version of the Partial Access Hypothesis	149
VI. Discussion and Conclusions	150
References	152

5 Maturation and the Issue of Universal Grammar in Second Language Acquisition

Jacquelyn Schachter

I. Background	159
II. Universal Grammar as a Knowledge Base	161

III. Biology	163
IV. A Critical Period for L1 Acquisition	164
V. A Critical Period for L2 Acquisition	166
VI. Tests of a Principle and a Parameter in Adult L2	174
VII. Child L2 versus Adult L2	179
VIII. Do Principles Mature?	183
IX. Windows of Opportunity	184
X. Conclusion	187
References	188

6 A Functional–Typological Approach to Second Language Acquisition Theory

Fred R. Eckman

I. Introduction	195
II. The Markedness Differential Hypothesis	196
A. Background	196
B. Assumptions Underlying the MDH	198
C. Supporting Evidence	199
D. Evaluation of the MDH	200
E. Problems with the MDH	202
III. The Structure Conformity Hypothesis	204
A. Background	204
B. Assumptions Underlying the SCH	205
C. Supporting Evidence	205
D. Evaluation of the SCH	207
IV. The SCH and Recent Proposals	208
V. Conclusion	209
References	209

7 Information-Processing Approaches to Research on Second Language Acquisition and Use

Barry McLaughlin

Roberto Heredia

I. What Is Information Processing?	213
II. Basic Assumptions of Information-Processing Perspective	214
A. Learning and Automaticity	214
B. Role of Practice	216
C. Restructuring	217
III. Theoretical Options	218

IV. Is Learning a Monolithic Construct?	219
V. Sources of Individual Difference	222
VI. Pedagogical Implications: Instructional Strategies	224
References	225

8 Variationist Linguistics and Second Language Acquisition

Dennis Preston

I. A Brief History of Language Variation Study	229
II. Two Models of Variation	230
A. The Labovian Paradigm	230
B. The Dynamic Paradigm	240
C. The Relationship between the Labovian and Dynamic Paradigms	245
III. Recent Trends	246
A. Objections	246
B. Current Work	251
C. The Psycholinguistics of Sociolinguistics in L2 Acquisition	257
References	263

III SECOND LANGUAGE SPEECH AND THE INFLUENCE OF THE FIRST LANGUAGE

9 Second Language Speech

Jonathan Leather

Allan James

I. Introduction	269
II. Learner Constraints on the Acquisition of L2 Speech	270
A. Motivation	270
B. Social Acceptance and Social Distance	271
C. Personality Variables	272
D. Sex	272
E. Oral and Auditory Capacities	272
III. Perception and Production of L2 Speech Sounds	273
A. Construction of New Perceptual Categories	273
B. Production of New Sounds	277
C. Developmental Interrelation of Perception and Production	281
IV. Developmental Interrelation between L1 and L2 Speech Acquisition	285
A. Product and Process	285
B. The Influence of L1 Structure	286

C. The Identification of L2 and L1 Elements	287
D. Processing Strategies and L1 Structural Influence	290
E. The Developmental Dimension	291
F. The Role of Universal Typological Preferences	293
G. Contextual Constraints	295
H. The Contribution of Theoretical Phonology	297
V. Conclusion	299
References	300

10 Second Language Acquisition and Linguistic Theory: The Role of Language Transfer

Susan Gass

I. Introduction	317
II. Language Transfer: An Historical Overview	318
A. Defining Language Transfer	318
B. Contrastive Analysis	319
C. Creative Construction	319
D. The Settling of the Pendulum	320
III. Language Transfer as a Cognitive Activity	321
A. The Scope of Language Transfer Phenomena	321
B. Predicting Language Transfer	324
IV. Language Transfer and UG	329
A. Principles of UG	330
B. UG Parameters	332
C. The Centrality of the NL	334
V. Language Transfer and the Competition Model	335
VI. Effects on Grammars	337
VII. Conclusion	338
References	340

IV RESEARCH METHODOLOGY AND APPLICATIONS

11 Issues in Second Language Acquisition Research: Examining Substance and Procedure

David Nunan

I. Introduction	349
II. Historical Background	349
III. Substantive Issues in L2 Acquisition Research	350
A. Creative Construction	351
B. Other Issues	351

IV. Methodological Issues in L2 Acquisition Research	359
A. Qualitative and Quantitative Research	359
B. Longitudinal versus Cross-Sectional Research	364
C. Experimental versus Naturalistic Data Collection	365
D. Elicited versus Naturalistic Data	366
E. Role Playing	369
V. Conclusion	369
References	371

12 The Use of Acceptability Judgments in Second Language Acquisition Research

Antonella Sorace

I. Introduction	375
II. The Nature of Linguistic Acceptability: General Issues	376
A. Validity: What Does an Acceptability Judgment Test Measure?	376
B. Reliability: Why Do Informants Produce Inconsistent Judgments?	380
C. Acceptability Hierarchies and Universal Grammar	382
III. Linguistic Acceptability in Nonnative Languages	384
A. Validity and Reliability of Nonnative Acceptability Judgments	385
B. Indeterminacy in IL Grammars	386
IV. The Empirical Measurement of Linguistic Acceptability	391
A. The Elicitation of Acceptability Judgments	391
B. Types of Judgment Scales	393
C. Types of Responses: Absolute versus Comparative Judgments	395
D. Applying the Psychophysical Paradigm: Magnitude Estimation of Linguistic Acceptability	400
V. Conclusions	404
References	405

V MODALITY AND THE LINGUISTIC ENVIRONMENT IN SECOND LANGUAGE ACQUISITION

13 The Role of the Linguistic Environment in Second Language Acquisition

Michael H. Long

I. Some Possible Roles for the Environment	413
II. Foreigner Talk Discourse and Positive Evidence	414
III. The Insufficiency of Comprehensible Input	421

IV. Input and Cognitive Processing	426
A. Attention, Awareness, and Focus on Form	426
B. Negative Evidence	430
V. Negotiation for Meaning and Acquisition	445
A. The Role of Conversation	445
B. The Interaction Hypothesis	451
References	454

14 The Acquisition of English Syntax by Deaf Learners

Gerald P. Berent

I. Deafness and Language Acquisition	469
II. Deaf Learners' Knowledge of Specific English Structures	472
A. Sentence Complexity and Parts of Speech	472
B. The TSA Structures	473
C. Nine Syntactic Structures in Context	480
D. Clausal and Nonclausal Structures	482
E. Infinitive Complement Interpretation	483
III. A Framework for Explaining Deaf Learners' Syntactic Knowledge	484
A. Theoretical Background	484
B. Young Hearing Children's Phrasal Structures	488
C. Deaf Learners' Acquisition of English Syntax	489
IV. Learnability and Deaf Learners' Syntactic Knowledge	494
A. Binding Principles and Learnability	494
B. Movement Rules and Learnability	497
C. <i>Be</i> as a Raising Verb	499
V. Conclusion	500
References	502

VI THE NEUROPSYCHOLOGY OF SECOND LANGUAGE ACQUISITION AND USE

15 Neurolinguistics of Second Language Acquisition and Use

Loraine K. Obler

Sharon Hannigan

I. Introduction	509
II. The Process of L2 Acquisition	511
A. A Critical or Sensitive Period	511
B. Factors Involved in Successful Postpubertal L2 Acquisition	512
III. Lateral Dominance for Language in Bilinguals	513
IV. Language Breakdown	516

V. Future Directions	519
References	520

VII LANGUAGE CONTACT AND ITS CONSEQUENCES

16 The Primacy of Aspect in First and Second Language Acquisition: The Pidgin–Creole Connection

Roger W. Andersen
Yasuhiro Shirai

I. Introduction	527
II. Tense and Aspect	530
A. Grammatical Aspect versus Inherent Lexical Aspect	530
B. The Vendlerian Four-Way Classification	531
III. Acquisition of Tense and Aspect	533
A. L1 Acquisition	533
B. L2 Acquisition	543
IV. The Distributional Bias Hypothesis	548
A. Introduction	548
B. Distributional Bias Studies	549
V. A Prototype Account	555
A. Prototype Theory	555
B. Tense and Aspect Morphology as a Prototype Category	555
VI. Summary and Discussion	559
A. Description	559
B. Explanation	560
References	562

17 Bilingualism

Suzanne Romaine

I. Introduction	571
A. Definitions of Bilingualism	571
B. Relationship between Bilingualism and Other Research Fields	572
II. Bilingual Speech Communities	573
A. The Sociolinguistic Composition of Multilingual Countries	574
B. Domains of Language Use	576
C. Diglossia and Bilingualism	577
D. Language Maintenance and Shift	580
III. Bilingual Individuals	583
A. Measuring Bilingualism	584
B. Problems with Measuring Bilingualism	588

C. Borrowing and Interference as an Individual and Community Phenomenon	589
IV. Bilingualism and Education	592
A. Bilingualism and School Achievement	592
B. Types of Bilingual Education Programs	593
C. Bilingual Education in an International Perspective	596
D. Legal Implications Arising from Legislation on Bilingual Education	597
E. Reactions to Bilingual Education	597
V. Attitudes toward Bilingualism	598
A. Negative and Positive Attitudes toward Bilingualism	598
B. Attitudes toward Code Switching	599
VI. Conclusion	600
References	601

18 Primary Language Attrition in the Context of Bilingualism

Herbert W. Seliger

I. Defining Primary Language Attrition	605
II. Primary Language Attrition and L2 or Foreign Language Loss	607
A. The Problem of Establishing Baseline Knowledge	607
B. The Manner and Context of Acquisition	608
III. Primary Language Attrition and Other Forms of Language Mixing	610
IV. L1 Attrition and Linguistic Theory	614
A. Performance or Competence	614
B. External Sources of Evidence	616
C. Internal Sources of Evidence	616
D. An Example of a Universal Principle in Primary Language Attrition	617
E. Redundancy Reduction as an Inevitable Process	623
V. Conclusion: Context Dependence, Bilingualism, and Primary Language Attrition	623
References	625

19 Bilingual Language Mixing, Universal Grammar, and Second Language Acquisition

Tej K. Bhatia

William C. Ritchie

I. Introduction	627
II. Definitions of CM and CS, Borrowing, and Other Related Phenomena	629

A. Matrix and Embedded Language	631
B. Borrowing and CM and CS	632
C. CM and CS and Pidgin and Creoles	634
D. CM and CS and Diglossia	634
III. Types of CM and CS	635
IV. Constraints on CM and CS	638
A. Is CM a Random Phenomenon?	639
B. The Search for Universals	640
C. Formal Constraints on CM	640
D. Theoretical Models and Constraints on CM	645
V. Semantics of CS and CM	657
VI. Sociopsychological, Linguistic and Pragmatic Motivations for CM and CS	659
A. Linguistic and Pragmatic Functions	659
B. Nonlinguistic (Sociopsychological) Functions	662
VII. Attitudes toward CM and CS	667
VIII. Polyglot Aphasia and CM and CS	670
IX. CM and CS and Language Acquisition	674
X. Problems	679
A. Theoretical and Analytical Problems	680
B. Methodological Problems	681
XI. Conclusions	682
References	683
 GLOSSARY	 689
 AUTHOR INDEX	 707
 SUBJECT INDEX	 723