

# Table of contents

Preface	IX
CHAPTER 1	
Key concepts, framework, and clarifications	1
1. Definition of key concepts	1
1.1 Definitions of “implicit”	3
1.2 Automaticity	5
1.3 Proficiency, accuracy, fluency, and other measures	6
2. Clarifications about the framework	9
2.1 Serendipity or the birth of the application of the declarative/procedural distinction to language representation and processing	9
2.2 Declarative/procedural models	12
2.3 Why vocabulary and lexicon differ	16
2.4 Degree of availability of procedural memory	22
2.5 There is no continuum from automatic to controlled processing	26
2.6 The content of metalinguistic knowledge and implicit competence	28
2.7 Interference, variability, and other indicators of explicitness	30
2.8 Macro-anatomical and micro-anatomical levels of representation	32
3. Conclusion	34
CHAPTER 2	
Consciousness in L2 appropriation	37
1. Only specific types of representations can become conscious – others <i>cannot</i>	41
1.1 Only a subset of explicit representations is active at any given time	45
1.2 The threshold of consciousness	45
1.3 Consciousness of input and output but not of implicit processes in between	47
1.4 Consciousness and working memory	49

2. Perception, attention and noticing 50
  - 2.1 Attention in second language acquisition and learning 51
3. Explicit input is not implicit intake 53
  - 3.1 The double implicitness of intake 56
4. Neurobiological and neurochemical bases of consciousness 58
5. Conclusion 59

#### CHAPTER 3

### The disintegration of the explicit/implicit interface debate (or interface newspeak?)

61

1. The meaning of interface 61
  - 1.1 The premises: Learning and acquisition are distinct;  
explicit knowledge is not transformed into  
implicit competence 64
2. The so-called “dynamic interface” is no interface 65
  - 2.1 No interface but switching from one to the other 68
3. Consciousness cannot possibly be the interface 71
4. An indirect influence is not an interface 76
5. None of the proposed characterizations are  
compatible with an interface 79
6. Illusory and untenable would-be evidence 82
  - 6.1 From seeds to trees 83
  - 6.2 Tuning 84
  - 6.3 Proceduralization 85
  - 6.4 Ambiguities 87
  - 6.5 Inapplicable analogies and metaphors 88
7. Description of explicit phenomena contributing  
to metalinguistic knowledge 93
8. Why adults should need explicit metalinguistic knowledge 96
9. Indirect influence of metalinguistic knowledge  
on acquisition not denied 97
10. How explicit knowledge benefits implicit acquisition – indirectly 99
11. The contexts of learning and acquisition 101
12. Conclusion 103

#### CHAPTER 4

### Ultimate attainment in L2 proficiency

109

1. Ultimate attainment in L1 and L2 110
2. The optimal period 113

3. Optimal window of opportunity 114
4. The optimal period is restricted to implicit linguistic competence 117
  - 4.1 Inter-individual variability in attainment 118
  - 4.2 The impact of working memory and level of education 120
  - 4.3 The success in semantics relative to syntax and phonology 121
  - 4.4 The decline in L2 performance with increasing age 122
  - 4.5 The ease of appropriation and use of L1 vs. L2 123
  - 4.6 You don't learn L2 the way you acquired L1, do you? How come? 124
5. Optimal period and the right hemisphere 126
6. Evidence adduced against a critical period 128
7. Factors invoked in lieu of a neurobiological critical period to account for poor performance in L2 are actually the *consequences* of an optimal period 129
  - 7.1 Effects due to age are a consequence of brain processes 130
  - 7.2 Native language entrenchment 133
8. Conclusion 134

## CHAPTER 5

### The pervasive relevance of the distinction between implicit competence and explicit knowledge

137

1. Implications of the declarative/procedural distinction for laterality studies 137
2. Implications of the declarative/procedural distinction for imaging studies 140
  - 2.1 Words of caution about the interpretation of neuroimaging studies 141
  - 2.2 Consequences of not distinguishing word studies from sentence studies 143
  - 2.3 The nature of the additional cortical resources reported to be recruited for L2 151
3. Procedural and declarative language switching and mixing 155
  - 3.1 Types of switches and consequences 155
  - 3.2 Switching data from neuroimaging studies 157
  - 3.3 Switching data from clinical studies 160
  - 3.4 Conscious and automatic control mechanisms in language switching 163
4. Data from clinical studies 169
  - 4.1 Data from bilingual neuropsychiatric disorders 169
  - 4.2 Data from bilingual aphasia 171
  - 4.3 Data from other cerebral accidents/conditions 174

5.	The declarative/procedural distinction and the subsystems hypothesis	177
6.	Declarative and procedural translation strategies	180
7.	Further indications of declarative/procedural relevance	182
7.1	Variability in appropriation in L2 vs. systematicity in L1	183
7.2	L2 accent changes faster than L1 accent when speakers relocate to an area where a different variety is spoken	183
7.3	Additional evidence for L1 implicit procedural memory and L2 explicit declarative memory	184
8.	Conclusion	184
<b>Summary of key proposals</b>		<b>187</b>
<b>References</b>		<b>191</b>
<b>Subject index</b>		<b>217</b>