

CONTENTS

Preface

viii

PART 1	The process of language acquisition	1
1	Some forms of language acquisition, some fundamental facts, some focal issues, some well-known theories	3
1.1	First language acquisition	4
1.1.1	Cognitive, social, and linguistic development	4
1.1.2	The language acquisition device	6
1.1.3	The 'critical period'	8
1.1.4	Compound and coordinate bilingualism	11
1.1.5	Relative dominance	13
1.1.6	Side effects on development	14
1.2	From first to second language acquisition	15
1.3	Second language acquisition	15
1.3.1	Spontaneous learning	16
1.3.2	Guided language learning	19
1.4	Re-acquisition	22
1.5	Theories of second language acquisition	23
1.5.1	Identity hypothesis	23
1.5.2	Contrastive hypothesis	25
1.5.3	Krashen's monitor theory	28
1.5.4	Theories of learner varieties	29
1.5.5	Pidginization theory	30
1.5.6	Conclusion	32
2	Six dimensions of language acquisition	33
2.1	A global view	33
2.2	Propensity	35
2.3	Language faculty	39

2.4	Access	43
2.5	The structure of the process	47
2.6	Tempo of acquisition	50
2.7	End state	50
2.8	Summary	52
3	Some consequences for foreign language instruction	53
PART II	From the learner's point of view	57
4	The learner's four tasks	59
4.1	The problem of analysis	59
4.2	The problem of synthesis	60
4.3	The embedding problem	61
4.4	The matching problem	62
5	The problem of analysis	63
5.1	The available knowledge	63
5.2	Structural properties of the input	66
5.3	Example 1: Repetition test for personal pronouns	71
5.4	Example 2: Translation test for modal verbs	74
5.5	Example 3: Prefabricated patterns	77
6	The problem of synthesis	79
6.1	The syntax of basic learner varieties	80
6.2	Further advances in synthesis	89
6.2.1	Acquisition of finite elements	90
6.2.2	Acquisition of negation	95
6.3	Conclusions	108
7	The embedding problem	111
7.1	Some devices of context-dependency	113
7.1.1	Deixis	117
7.1.2	Anaphora	118
7.1.3	Ellipsis	119
7.1.4	Word order and intonation	122
7.2	How learners express temporality	123
7.2.1	Temporality	124
7.2.2	Temporality in a basic learner variety	129
7.3	Conclusion	137

(8) The matching problem	138
8.1 General issues	139
8.1.1 Objective and subjective discrepancy - <i>discrepancy</i>	139
8.1.2 Variations in the target language	139
8.1.3 Conscious and subconscious perception of discrepancy	140
8.1.4 Metalinguistic reflection	141
8.2 Types of (self-)control	142
8.2.1 Monitoring	143
8.2.2 Feedback	144
8.2.3 Reflection	145
8.3 Critical rules or: What is being matched against what?	145
8.3.1 Communication task vs. learning task	146
8.3.2 Degrees of communication and 'test rules'	147
8.3.3 Criticalness	149
8.3.4 Some implications	150
8.3.5 An example	153
8.4 Self-corrections	163
 <i>Conclusion</i>	167
<i>Notes</i>	168
<i>References</i>	174
<i>Index of names</i>	187
<i>Index of subjects</i>	190