

Second Language Acquisition

Roumyana Slabakova

OXFORD
UNIVERSITY PRESS

Contents

<i>Preface</i>	xiii
<i>List of abbreviations</i>	xvii
<i>List of figures</i>	xix

PART I Language

1 Language architecture	3
1.1 What is language? What is knowledge of language?	3
1.2 The language architecture	10
1.3 What exactly has to be acquired?	16
1.4 The scientific method in SLA research	18
1.5 Exercises	21
2 Language variation	24
2.1 How do languages differ?	24
2.2 Principles and Parameters in history	29
2.3 The Minimalist Program	38
2.4 What is the learning task for bilinguals?	44
2.5 Exercises	47
3 The psychological reality of language in use	52
3.1 What happens when we hear a sentence?	53
3.2 Phonological perception and lexical recognition	53
3.3 Morphology	57
3.4 The syntactic parser	60
3.5 Models of syntactic processing	66
3.6 Working memory	72
3.7 The psychological reality of language and the grammar	75
3.8 Exercises	76

PART II Language Acquisition

4 The Critical Period Hypothesis	83
4.1 The view from biology	83
4.2 The two positions in second language acquisition	85
4.3 Global nativelikeness versus different sensitive periods for the separate parts of the grammar	86
4.4 The first and the second language as communicating vessels	90
4.5 Effects of bilingualism: Is the bilingual two monolinguals in one mind?	92
4.6 The importance of the input	95
4.7 An indirect way of appreciating the importance of input	99
4.8 Conclusions	102
4.9 Exercises	104
5 First language acquisition, two first languages	110
5.1 Acquisition of the sounds of one's native language	110
5.2 Learning word meanings	115
5.3 Acquisition of functional morphology and syntax	119
5.4 Acquisition of semantics and pragmatics	130
5.5 Bilingual first language acquisition	132
5.6 Exercises	136
6 Child second language, multilingual and heritage language acquisition, language attrition	141
6.1 Adult L2 acquisition	142
6.2 Child L2 acquisition	142
6.3 L3/Ln acquisition	147
6.4 Heritage language learners	153
6.5 Language attrition	158
6.6 Commonalities and differences between the four acquisition contexts	161
6.6.1 Is age the crucial factor in bilingual acquisition?	161
6.6.2 The Critical Period Hypothesis and the importance of the input	162
6.6.3 What kind of input?	163

6.6.4 Which areas of the grammar suffer with reduced input?	163
6.6.5 Are first and second language acquisition qualitatively different?	164
6.7 Exercises	168

PART III Second Language Acquisition

7 Acquisition of (functional) morphology	175
7.1 Morpheme studies	176
7.2 Syntax-before-morphology, White (2003)	182
7.3 Representational Deficit Hypotheses	186
7.4 The Missing Surface Inflection Hypothesis	189
7.5 The Prosodic Transfer Hypothesis	194
7.6 The Feature Reassembly Hypothesis	197
7.7 Exercises	203
8 Acquisition of syntax	208
8.1 A historical excursion into the notion of parameter (through the ages)	208
8.2 Representational Deficit versus Full Functional Representation accounts	213
8.3 Word order	215
8.4 Verb movement	221
8.5 <i>Wh</i> -movement	227
8.6 Conclusion	235
8.7 Exercises	236
9 Acquisition of the mental lexicon	245
9.1 Mental representation and access of lexical items	246
9.1.1 Bilingual lexicon representation models	247
9.1.2 The bilingual lexicon is integrated across languages	248
9.1.3 The bilingual lexicon is accessed in a language-independent way	249
9.1.4 Language exposure and use affects the activation of words in the lexicon	250
9.1.5 Language context may not affect bilingual language activation	251

9.2	Inhibition of one language to speak another	252
9.3	Morphological decomposition in the lexicon	255
9.4	Argument structure	258
9.5	Transfer of reference	267
9.6	Conclusion	270
9.7	Exercises	270
10	Acquisition of the syntax–semantics interface	285
10.1	Types of meaning	285
10.2	Mismatches at the syntax–semantics interface	290
10.3	L2 acquisition of syntax–semantics mismatches	292
10.4	Poverty of the Stimulus learning situations in semantics	299
10.5	Meaning of novel constructions	303
10.6	Conjuring up something from nothing	307
10.7	Conclusions	311
10.8	Exercises	312
11	Acquisition of the syntax–discourse and semantics–pragmatics interfaces	319
11.1	Where is the syntax–discourse interface?	319
11.2	Marking of Topic and Focus across second languages	322
11.3	Word order: constraints and strategies	330
11.4	Pronoun reference	334
11.5	Intonation at the syntax–discourse interface	338
11.6	Scalar implicatures	341
11.7	Conclusion	347
11.8	Exercises	347
12	L2 processing	355
12.1	Experimental techniques employed in bilingual processing studies	356
12.2	Accounts and predictions	362
12.3	L2 processing of functional morphology	363
12.4	Parsing and syntactic processing in the L2	368
12.5	Integration of meaning in syntactic processing	372
12.6	Individual differences in grammar processing	377

12.7 Conclusion	384
12.8 Exercises	385
13 The Bottleneck Hypothesis and its implications for the second language classroom	389
13.1 The Bottleneck Hypothesis again	391
13.1.1 What is special about the inflectional morphology?	391
13.1.2 Lexical access and processing of functional morphology	395
13.1.3 If the inflectional morphology is available, complex syntax is not a barrier to meaning	399
13.1.4 If the inflectional morphology is available, semantics and pragmatics are not a problem	400
13.1.5 Putting it all together	402
13.2 Situating the Bottleneck Hypothesis in L2 learning and teaching	403
13.3 Focus on form, interaction, practice, and input processing in the classroom	407
13.4 How to, and how not to, focus on the functional morphology in the classroom	409
13.5 Final words: what is difficult and what is easy to acquire in a second language	413
13.6 Exercises	415
<i>Glossary</i>	419
<i>References</i>	427
<i>Index</i>	475