

# **Second Language Acquisition**

**An Introductory Course**

Fifth Edition

**Susan M. Gass,  
Jennifer Behney, and  
Luke Plonsky**

# Contents

<i>List of Figures</i>	xv
<i>List of Tables</i>	xvii
<i>Preface</i>	xix
<b>PART ONE PRELIMINARIES</b>	<b>1</b>
<b>1. Introduction</b>	<b>3</b>
1.1 The Study of Second Language Acquisition	3
1.2 Definitions	6
1.3 The Nature of Language	7
1.3.1 <i>Semantics</i>	8
1.3.2 <i>Pragmatics</i>	9
1.3.3 <i>Syntax</i>	10
1.3.4 <i>Morphology and the Lexicon</i>	12
1.3.5 <i>Sound Systems</i>	12
1.4 The Nature of Nonnative Speaker Knowledge	13
1.5 Conclusion	14
<b>2. Where Do Data Come From?</b>	<b>19</b>
2.1 Data Types	19
2.2 Learner Corpora	26
2.3 Data Elicitation	31
2.3.1 <i>Measuring General Proficiency</i>	31
2.3.2 <i>Measuring Nonlinguistic Information</i>	33
2.3.3 <i>Verbal Report Data</i>	34
2.3.3.1 <i>Think-Alouds</i>	36

2.3.3.2	<i>Stimulated Recall</i>	38
2.3.3.3	<i>Post-Production Interviews</i>	40
2.3.4	<i>Narrative Inquiry</i>	41
2.3.5	<i>Language Elicitation Measures</i>	43
2.3.5.1	<i>Elicited Imitation</i>	43
2.3.5.2	<i>Judgments</i>	44
2.3.5.3	<i>Language Games</i>	48
2.3.5.4	<i>Discourse Completion</i>	49
2.3.6	<i>Processing Data</i>	51
2.3.6.1	<i>Reaction Time</i>	51
2.3.6.2	<i>Self-Paced Reading</i>	51
2.3.6.3	<i>Eye-Tracking</i>	52
2.3.6.4	<i>Neurolinguistic Data</i>	53
2.4	Replication	55
2.5	Meta-Analyses	55
2.6	Issues in Data Analysis	56
2.7	What is Acquisition?	64
2.8	Conclusion	66
<b>PART TWO HISTORICAL UNDERPINNINGS OF SLA RESEARCH</b>		<b>73</b>
<b>3.</b>	<b>The Role of the Native Language: A Historical Overview</b>	<b>75</b>
3.1	Introduction	75
3.2	Behaviorism	76
3.2.1	<i>Linguistic Background</i>	76
3.2.2	<i>Psychological Background</i>	78
3.3	Contrastive Analysis Hypothesis	80
3.4	Error Analysis	85
3.5	Conclusion	93
<b>4.</b>	<b>The Transition Period</b>	<b>104</b>
4.1	Introduction	104
4.2	First Language Acquisition	104
4.2.1	<i>Words</i>	107
4.2.2	<i>Sounds and Pronunciation</i>	107
4.2.3	<i>Syntax</i>	108
4.2.4	<i>Morphology</i>	109
4.3	Child L2 Acquisition	111
4.4	Child L2 Morpheme Order Studies	114
4.5	Adult L2 Morpheme Order Studies	118
4.6	The Monitor Model	123

4.6.1	<i>The Acquisition–Learning Hypothesis</i>	123
4.6.2	<i>The Natural Order Hypothesis</i>	124
4.6.3	<i>The Monitor Hypothesis</i>	124
4.6.4	<i>The Input Hypothesis</i>	126
4.6.5	<i>The Affective Filter Hypothesis</i>	127
4.6.6	<i>Limitations</i>	129
4.7	<b>Conclusion</b>	129
<b>5.</b>	<b>Alternative Approaches to the Role of Previously Known Languages</b>	<b>133</b>
5.1	<b>Revised Perspectives on the Role of the Native Language</b>	133
5.1.1	<i>Avoidance</i>	135
5.1.2	<i>Differential Learning Rates</i>	137
5.1.3	<i>Different Paths</i>	138
5.1.4	<i>Overproduction</i>	141
5.1.5	<i>Predictability/Selectivity</i>	142
5.1.6	<i>L1 Influences in L2 Processing</i>	148
5.1.7	<i>Morpheme Order</i>	149
5.2	<b>Conclusion</b>	149
<b>PART THREE</b>	<b>A FOCUS ON FORM: LANGUAGE UNIVERSALS</b>	<b>155</b>
<b>6.</b>	<b>Formal Approaches to SLA</b>	<b>157</b>
6.1	<b>Introduction</b>	157
6.2	<b>Universal Grammar</b>	158
6.2.1	<i>Initial State</i>	161
6.2.1.1	<i>Fundamental Difference Hypothesis</i>	162
6.2.1.2	<i>Access to UG Hypothesis</i>	163
6.2.2	<i>UG Principles</i>	169
6.2.3	<i>UG Parameters</i>	171
6.2.4	<i>Minimalist Program</i>	174
6.2.5	<i>Falsification</i>	175
6.3	<b>Transfer: The Generative/UG Perspective</b>	176
6.3.1	<i>Levels of Representation</i>	177
6.3.2	<i>Clustering</i>	177
6.3.3	<i>Learnability</i>	178
6.4	<b>The Fundamental Difference Hypothesis Revised</b>	178
6.5	<b>Semantics and the Syntax–Semantics Interface Hypothesis</b>	180
6.5.1	<i>Semantics</i>	180
6.5.2	<i>Syntax and Semantics: The Interface Hypothesis</i>	180
6.6	<b>Phonology</b>	181

6.6.1	<i>Markedness Differential Hypothesis</i>	182
6.6.2	<i>Similarity/Dissimilarity: Speech Learning Model</i>	184
6.6.3	<i>Optimality Theory</i>	185
6.6.4	<i>Ontogeny Phylogeny Model</i>	187
6.7	Conclusion	190
<b>7.</b>	<b>Typological Approaches</b>	<b>195</b>
7.1	Typological Universals	195
7.1.1	<i>Test Case I: The Accessibility Hierarchy</i>	198
7.1.2	<i>Test Case II: The Acquisition of Questions</i>	201
7.1.3	<i>Test Case III: Voiced/Voiceless Consonants</i>	203
7.2	Falsifiability	205
7.3	Typological Universals: Conclusion	206
7.4	Typological Primacy Model	206
7.5	The Role of the L1: Three Approaches	208
7.6	Conclusion: General Comments about Universals	208
	<b>PART FOUR A FOCUS ON MEANING</b>	<b>213</b>
<b>8.</b>	<b>Meaning-Based Approaches</b>	<b>215</b>
8.1	Introduction	215
8.2	Functional Approaches	215
8.2.1	<i>The Relationship between Form and Function</i>	215
8.2.2	<i>Concept-Oriented Approach</i>	216
8.3	Tense and Aspect: The Aspect Hypothesis	218
8.4	The Discourse Hypothesis	224
8.5	Conclusion	226
<b>9.</b>	<b>The Lexicon</b>	<b>231</b>
9.1	The Significance of the Lexicon	231
9.2	Lexical Knowledge: What Does it Mean to Know a Word?	233
9.2.1	<i>Production and Reception</i>	234
9.2.2	<i>Knowledge and Control</i>	236
9.2.3	<i>Breadth and Depth</i>	237
9.2.4	<i>Subcategorization</i>	239
9.2.5	<i>Word Associations and Networks</i>	240
9.2.6	<i>Word Formation</i>	242
9.2.7	<i>Formulaic Language, Collocations, and Chunking</i>	243
9.2.7.1	<i>Use of Multiword Units</i>	243
9.2.7.2	<i>Learning of Multiword Units</i>	244
9.2.7.3	<i>Processing of Multiword Units</i>	246

9.3	Influences on L2 Vocabulary and Development	248
9.3.1	<i>The Role of the L1</i>	248
9.3.2	<i>Incidental Vocabulary Learning</i>	249
9.3.2.1	<i>Input Type</i>	250
9.3.2.2	<i>What Helps Learning?</i>	252
9.3.3	<i>Depth of Processing</i>	256
9.3.4	<i>Incremental Vocabulary Learning</i>	257
9.4	Using Lexical Skills	259
9.4.1	<i>Production</i>	259
9.4.2	<i>Perception</i>	263
9.5	Conclusion	265
<b>PART FIVE COGNITIVE AND PROCESSING APPROACHES TO SLA</b>		<b>271</b>
<b>10.</b>	<b>Psycholinguistic Approaches to Learning</b>	<b>273</b>
10.1	Introduction	273
10.2	Models of Language Production	273
10.3	Processability Theory	274
10.4	Processing of Input	278
10.4.1	<i>Input Processing</i>	278
10.4.2	<i>Processing Determinism</i>	279
10.4.3	<i>Autonomous Induction Theory</i>	280
10.4.4	<i>Shallow Structure Hypothesis</i>	281
10.5	Emergentist Models	281
10.5.1	<i>Competition Model</i>	282
10.5.2	<i>Frequency-Based Accounts</i>	287
10.6	Complex Dynamic Systems	290
10.7	Skill Acquisition Theory	292
10.8	Conclusion	293
<b>11.</b>	<b>Psycholinguistic Constructs and Knowledge Types</b>	<b>301</b>
11.1	Introduction	301
11.2	Information Processing	301
11.2.1	<i>Automaticity</i>	301
11.2.2	<i>Restructuring</i>	305
11.2.3	<i>U-Shaped Learning</i>	307
11.2.4	<i>Attention</i>	308
11.2.5	<i>Working Memory</i>	311
11.2.6	<i>Saliency</i>	315
11.2.7	<i>Priming</i>	316
11.3	Knowledge Types	320
11.3.1	<i>Acquisition/Learning</i>	320

11.3.2	<i>Declarative/Procedural</i>	320	
11.3.3	<i>Implicit/Explicit</i>	321	
11.3.4	<i>Representation/Control</i>	323	
11.4	<b>Interface of Knowledge Types</b>		<b>325</b>
11.4.1	<i>No Interface</i>	325	
11.4.2	<i>Weak Interface</i>	326	
11.4.3	<i>Strong Interface</i>	327	
11.5	<b>Conclusion</b>		<b>328</b>
 <b>PART SIX THE SOCIAL ENVIRONMENT OF LEARNING</b>			<b>331</b>
<b>12. Interlanguage in Context</b>			<b>333</b>
12.1	<b>Introduction</b>		<b>333</b>
12.2	<b>Sociocultural Approaches</b>		<b>333</b>
12.2.1	<i>Mediation</i>	334	
12.2.2	<i>Internalization</i>	335	
12.2.3	<i>Zone of Proximal Development</i>	335	
12.2.4	<i>Private Speech</i>	339	
12.2.5	<i>Learning in a Sociocultural Framework</i>	342	
12.2.6	<i>Gesture and SLA</i>	342	
12.3	<b>Sociolinguistic Variation</b>		<b>344</b>
12.4	<b>Systematic Variation</b>		<b>347</b>
12.4.1	<i>Linguistic Context</i>	348	
12.4.2	<i>Social Context Relating to the Native Language</i>	351	
12.4.3	<i>Social Context Relating to Interlocutor, Task Type, and Conversational Topic</i>	353	
12.4.4	<i>Sociolinguistic Norms</i>	364	
12.5	<b>Conversation Analysis</b>		<b>365</b>
12.6	<b>Communication Strategies</b>		<b>368</b>
12.7	<b>L2 Pragmatics</b>		<b>370</b>
12.8	<b>Conclusion: SLA and Other Disciplines</b>		<b>377</b>
 <b>13. Input, Interaction, and Output</b>			<b>390</b>
13.1	<b>Introduction</b>		<b>390</b>
13.2	<b>Input</b>		<b>390</b>
13.3	<b>Comprehension</b>		<b>394</b>
13.4	<b>Interaction</b>		<b>399</b>
13.5	<b>Output</b>		<b>407</b>
13.5.1	<i>Hypothesis Testing</i>	410	
13.5.2	<i>Automaticity</i>	414	
13.5.3	<i>Meaning-Based to Grammar-Based Processing</i>	414	
13.6	<b>Feedback</b>		<b>414</b>

13.6.1	<i>Negotiation</i>	416
13.6.2	<i>Corrective Feedback</i>	419
13.6.2.1	<i>Recasts</i>	420
13.6.2.2	<i>Elicitation</i>	429
13.6.2.3	<i>Metalinguistic Feedback</i>	430
13.7	<b>The Role of Input and Interaction in Language Learning</b>	<b>430</b>
13.7.1	<i>The Functions of Input and Interaction</i>	430
13.7.2	<i>Effectiveness of Feedback</i>	438
13.7.2.1	<i>Attention</i>	439
13.7.2.2	<i>Contrast Theory</i>	440
13.7.2.3	<i>Metalinguistic Awareness</i>	442
13.7.3	<i>Who Benefits from Interaction: When and Why?</i>	443
13.8	<b>Limitations of Input</b>	<b>446</b>
13.9	<b>Conclusion</b>	<b>447</b>
<b>14.</b>	<b>Contexts of Language Learning: Classrooms, Study Abroad, and Technology</b>	<b>454</b>
14.1	<b>Introduction</b>	<b>454</b>
14.2	<b>Classroom-Based Instruction</b>	<b>455</b>
14.2.1	<i>Classroom Language</i>	455
14.2.2	<i>Teachability/Learnability</i>	460
14.2.3	<i>Focus on Form and Task-Based Language Teaching</i>	464
14.2.3.1	<i>Timing</i>	469
14.2.3.2	<i>Forms to Focus On</i>	471
14.2.3.3	<i>Task Design</i>	472
14.2.3.4	<i>Input Manipulation and Input Enhancement</i>	474
14.3	<b>Complexity, Accuracy, Fluency, and Planning</b>	<b>475</b>
14.4	<b>Processing Instruction</b>	<b>478</b>
14.5	<b>Uniqueness of Instruction</b>	<b>481</b>
14.6	<b>Effectiveness of Instruction</b>	<b>484</b>
14.7	<b>SLA and Classroom Practices</b>	<b>487</b>
14.8	<b>Additional Contexts</b>	<b>488</b>
14.8.1	<i>Study Abroad</i>	488
14.8.2	<i>Technology-Enhanced Language Learning</i>	491
14.9	<b>Conclusion</b>	<b>494</b>
<b>PART SEVEN</b>	<b>THE INDIVIDUAL LANGUAGE LEARNER</b>	<b>499</b>
<b>15.</b>	<b>Learner-Internal Influences</b>	<b>501</b>
15.1	<b>Introduction</b>	<b>501</b>
15.2	<b>The Influence of Psychology in SLA</b>	<b>502</b>
15.3	<b>Methodological Considerations</b>	<b>502</b>

15.4	Age Differences	503
15.5	Aptitude	514
15.6	Motivation	522
	15.6.1 <i>Motivation as a Function of Time and Success</i>	524
	15.6.2 <i>Changes over Time</i>	525
	15.6.3 <i>The L2 Motivational Self System</i>	527
	15.6.4 <i>Influence of Success on Motivation and Demotivation</i>	529
15.7	Affect	530
	15.7.1 <i>Anxiety</i>	531
	15.7.2 <i>Other Emotional Variables</i>	532
15.8	Personality	533
	15.8.1 <i>Extroversion and Introversion</i>	534
	15.8.2 <i>Grit</i>	535
15.9	Learning Strategies	536
15.10	Conclusion	542
<b>16.</b>	<b>Related Disciplines: A Focus on the Multilingual and Multimodal Learner</b>	<b>548</b>
	16.1 Introduction	548
	16.2 Bilingual Acquisition	549
	16.3 Third Language Acquisition/Multilingualism	556
	16.4 Heritage Language Acquisition	563
	16.5 SLA by the Deaf/Hard of Hearing	566
	16.6 Conclusion	569
<b>PART EIGHT</b>	<b>CONCLUSION</b>	<b>573</b>
<b>17.</b>	<b>An Integrated View of Second Language Acquisition</b>	<b>575</b>
	17.1 An Integration of Subareas	575
	17.1.1 <i>Apperceived Input</i>	578
	17.1.2 <i>Comprehended Input</i>	581
	17.1.3 <i>Intake</i>	583
	17.1.4 <i>Integration</i>	584
	17.1.5 <i>Output</i>	586
	17.2 Conclusion	587
	<i>Glossary</i>	600
	<i>References</i>	612
	<i>Author Index</i>	718
	<i>Subject Index</i>	735