

Contents

Preface	vii
1 Introduction	1
Three assumptions	2
The nature of theory	6
The construction of theories	10
Evaluating theory	12
2 The Monitor Model	19
The Acquisition–Learning Hypothesis	20
The Monitor Hypothesis	24
The Natural Order Hypothesis	30
The Input Hypothesis	36
The Affective Filter Hypothesis	51
Evaluation	55
3 Interlanguage theory	59
Early interlanguage studies	60
Recent developments in interlanguage theory	69
Evaluation	79
4 Linguistic universals	82
Typological universals	83
Universal grammar	91
Evaluation	101
5 Acculturation/Pidginization theory	109
Acculturation theory	110
Pidginization, depidginization, creolization and decreolization	115
Evaluation	124

6 Cognitive theory	133
Learning as a cognitive process	133
Second-language learning	139
Evaluation	148
7 Conclusion	154
References	166
Index	181

Index

- absolute universals, 84, 102
- Accessibility Hierarchy, the, 85-8, 102, 104, 107
- acculturation, 110-12, 125-7
- Acculturation/Pidginization theory, x, ch. 5, 149, ch. 7 *passim*
- acquisition, 20-58, *passim*, 92-3
- acquisitional sequences, 66-8, 86-8, 93-4, 148-50, 152, 155, 158, 163
- Acton, W., 126
- adjacency principle, 95
- Adjemian, C., 63-5, 69, 87
- affective filter, 6
- age differences, 28-30, 55
- analogy, argument from, 109, 127, 128
- Andersen, R., 32, 34, 68, 70, 80, 81, ch. 5 *passim*, 144, 146
- Ard, J, 78, 86
- attitudes, 126, 132
- automaticity, 134-6, 139-43, 148-53
- backsliding, 70, 143
- Bailey, J.-J., 66, 109
- behaviourist theory, 7-8, 16, 65-6, 81
- Bialystok, E., 49, 64-5
- Bickerton, D., 109, 117-23, 128-30, 144, 150
- bilingual programmes, 42
- Bilingual Syntax Measure, 31, 34, 66-8
- bioprogram, 119-20, 128
- Bock, K., 153
- Brown, H. D., 126
- Brown, R., 31, 33, 66, 68
- Burt, M., 31-2, 53, 66-8, 79
- Campbell, D., 17
- Cancino, H. 31-2, 68, 77
- caretaker speech, 43-4, 105
- castration complex, 13
- Celce-Murcia, M., 68
- Cheng, P. W., 136-7, 152
- Chomsky, N., 10, 16, 23, ch. 4 *passim*, 120, 159, 161
- Clark, E., 105
- Clark, H., 105
- Clark, R., 41
- classroom research, 2
- cloze test, 146
- Cognitive theory, x, ch. 6, ch. 7 *passim*
- communicative competence, 12
- comprehensible input, 36-51, 156, 163
- Comrie, B., 84, 85, 102, 104
- condition-seeking research, 162
- confirmation bias, 157-8
- contrastive analysis, 7, 65-6, 79, 88, 90, 99-100, 162
- controlled processing, 134-6, 139, 148-53, 164
- conversational analysis, 75-6, 159
- Cook, V., 93, 94, 95, 96, 100, 101
- Corder, S., 39, 60, 63, 164
- core vs. peripheral grammar, 95-6, 106-7, 120

- creolization, 109, 115, 119–21, 125,
 127–32, 159
 critical period hypothesis, 96
 cross-cultural research, 44–5
 Cziko, G. A., 142
- declarative knowledge, 145
 decreolization, 109, 115, 121–4, 125,
 127–32, 144
 deductive theories, 8–9, 19, 59, 82,
 109, 151
 denativization, 112–3, 121–2, 126,
 144
 depidginization, 109, 115, 122–3, 125,
 127–32
 discourse, 6, 12, 75, 81, 159
 Dittmar, N., 73, 114
 Dornic, S., 140–1, 153
 Dulay, H., 31–2, 53, 66–8, 79
- Eckman, F., 87, 89–90, 102, 104, 117
 Einstein, A., 8
 Elkind, D., 54
 Ellis, R., 72–3, 74, 103, 104, 107, 127,
 132, 144, 145–6, 155, 159
 error analysis, 67–9, 76, 159
- Faerch, K., 145–6, 150, 156
 falsification, ix, 17–18, 24, 57, 104,
 132, 151, 158
 Fathman, A., 26
 Favreau, M., 139–40, 153
 Felix, S., 91, 93, 144, 156
 Ferguson, C., 103, 122
 Flynn, S., 23, 92, 99
 formfunction relations, 72–4, 144,
 160
 formulaic expressions, 40–1
 fossilization, 61, 112, 114, 115
 Fuller, S., 26
 function-form relations, 73–4, 78,
 160
 functional variation, 70–1
- Gadalla, B. J., 163
 Gardner, R., 126, 160
 Gass, S., 77–8, 79, 82, 86–8, 90, 104
 Genesee, F., 160, 162
 George, H., 67
 Gilbert, G. G., 118, 129, 130
 Giles, H., 126, 160
 Greenberg, J., ch. 4 *passim*
- Greenwald, A., 157, 162
 Gregg, K., x, 19–57, *passim*, 156
 guestworkers, 73, 113–15, 116
 Guttman, L., 70
 Guyanese Creole, 123, 124
- Hakuta, K., 31–2, 68, 77, 104
 Halle, M., 97
 Hanson, N. R., ix
 Hatch, E., 33, 35, 75–6, 104, 141, 159
 Hawaiian Pidgin English, 117, 124,
 128
 Heath, S., 44–5
 Hecht, B., 104
 Heidelberg Project, 113–14, 116
 Henning, G. H., 140
 Hermann, G., 126
 hierarchical task structure, 135, 143–4
 Hoff-Ginsberg, E., 44
 Homburg, T., 78
 Houck, N., 26
 Huebner, T., 4, 32, 68, 70–2, 74–5, 81
 Hulstijn, J., 25–6, 133, 139
 Hulstijn, W., 25–6, 133, 139
 Hyams, N., 107
 hybridization, 116
 Hyldenstam, K., 70, 79, 81, 85, 86,
 103, 105
 hypothesis-testing, 2–5, 94, 145–6
 hypothetical construct, 13, 57
- immersion programmes, 29, 41–2, 61
 implicational scaling, 70
 implicational universals, 84, 85,
 103–5
 individual differences, 27–8, 53,
 54–5, 149, 160
 inductive theories, 8–9, 59, 82, 109,
 151
 instruction, 45–9, 57, 162–5
 intake, 13, 39
 integrative orientation, 114–15, 126,
 129, 160
 intelligence, 126–7
 Interlanguage theory, x, ch. 3, ch. 7
passim
 Ioup, G., 39
- Jakobson, R., 97
 James, W., 152
 Jordens, P., 79

- Kaplan, A., 3, 5, 12, 15, 17
 Karmiloff-Smith, A., 134, 137-8, 144
 Kasper, G., 145-6, 151, 156
 Keenan, E., 85
 Keller-Cohen, D., 77
 Kellerman, E., 79-81, 87, 89, 97, 102, 105, 159
 Klein, W., 114
 Kolers, P., 138, 152
 Krahnke, K., 47, 48
 Krashen, S., ix, 6, 9, ch. 2, 91, 149, 152, 153, ch. 7 *passim*
 Kuhn, T., 158
 Kumpf, L., 87
- Labov, W., 109
 Lambert, W., 126, 153, 160
 Lamendella, J., 6, 160
 Lance, D., 67
 Language Acquisition Device, 23-58 *passim*
 language proficiency, 13
 language-learning ability, 126-7
 Larsen-Freeman, D., 34, 66
 learnability, 105, 128
 learning strategies, 60-3, 128, 145-6, 160, 164-5
 learning, 20-58 *passim*
 Lehtonen, J., 141
 Lenneberg, E., 96
 Levelt, P., 133, 135
 Lewin, K., 16, 162
 Lightbown, P., x, 2, 4, 34, 143, 148, 155, 159, 160-1
 linguistic universals, x, 2, 10, 67, ch. 4, 150, 159
 Linton, E., 110
 Littlewood, W., 164
 Long, M., 10, 19, 45, 50, 74, 75, 80, 157-8, 160, 163
 Lord, C., 88
- Macedo, D. P., 120
 Markedness Differential hypothesis, 89-90
 markedness, 79-80, ch. 4 *passim*, 120, 150, 158
 Mazurkewich, I., 97-8
 McLaughlin, B., 22, 29, ch. 6 *passim*, 162, 165
 McLeod, B., 133, 146
 Meara, P., x
- Meisel, J., 35, 73, 75, 77, 114-15, 116, 120, 126, 129-30, 160
 methodology, 2, 4-6, 33-4, 80-1, 87, 101-2, 158-62
 Monitor Model, ix, 9, ch. 2, ch. 7 *passim*
 morpheme studies, 2, 31-4, 66-9, 76, 159
 Mulford, R., 104
 multidimensional scaling, 105
 multilinguals, 142
 Muñoz-Liceras, J., 87, 99
 Mühlhäusler, P., 121, 132
- Nagel, E., 8
 Nation, R., 142
 nativization, 112-13, 120-1, 128-30, 131, 146
 negative input, 106
 negative transfer, 13
 Nemser, W., 60
 neurolinguistics, 6, 160
 non-systematic variation in the inter-language, 72-3, 125-6, 144
 Norman, D., 138
- Ochs, E., 44-5
 Odo, C., 117, 122, 129
 operationalism, 13
 output, 50
- Paradis, M., 160
 parameters, 24, 92, 94-5, 100-1, 163
 permeability, 63
 Peters, A., 41
 pidginization, 109, 111-12, 115, 116-19, 125, 127-32, 159
 Pike, K., 143
 Poincaré, H., 15
 Popper, K., ix, 3, 15, 158
 Porter, J., 67
 Porter, P., 50
 pro-drop principle, 95
 procedural knowledge, 138, 145
 Protestant ethic, 13
 proto-theory, 10-11, 151
 psychoanalytic theory, 17
 psychological distance, 110-12, 125-7, 132, 160
- reading, 13, 42-3, 142-3, 147-8
 relative clauses, 85-6, 93

- replacement, 123-4, 125, 130-1, 164
 restructuring, 123-4, 125, 132, 136-8,
 139, 142-8, 164
 Rickford, J., 130-2
 Ritchie, W., 98
 Roediger, H. L., 138, 152
 Rosansky, E., 32, 68
 Rossman, T., 141
 Rumelhart, D., 138
 Rutherford, W., 49, 73, 78, 79, 104

 Sachs, J., 141
 Sajavaara, K., 141, 149, 152
 Sankoff, G., 131
 Sato, C., 73-5, 80, 160
 scaffolding, 75-7
 Scarcella, R., 41
 Schachter, J., 68, 78, 106
 Schmidt, M., 98
 Schneider, W., 134-5, 142, 153
 Schumann, J., x, 6, 77, 80, ch. 5
passim, 150, 160, 161
 Segalowitz, N., 133, 143
 segregative orientation, 114-15, 126,
 129, 160
 Seliger, H., 26
 Selinker, L., 6, 60-5, 143
 semantic facilitation effect, 139-40,
 153
 semantic memory, 140-2
 Sharwood-Smith, M., x, 48, 49, 64-5,
 156
 Shatz, M., 44
 Shiffrin, R. M., 134-5, 142, 153
 silent period, 36-8
 simple codes, 38, 43-5
 simplification, 115, 125, 129, 132,
 145-6, 164
 skill acquisition, 133-6, 142-3, 164
 Skinner, B. F., 16
 Slobin, D., 127, 128
 social distance, 110-12, 125-7, 132,
 160
 sociolinguistics, 64, 109, 159
 Stanley, J. C., 17
 Stauble, A.-M., 110, 122-4, 127, 144,
 150
 Strong, M., 126
 Stroop test, 153
 stylistic variation in the inter-
 language, 63-5, 72, 159
 Swain, M., 50
 systematicity in the interlanguage,
 69-73, 139

 Takala, S., 57
 Tarone, E., 63-5, 72, 139, 159, 162
 Taylor, G., 19, 57
 telepathy, 15
 temporality, 73-5
 tendencies, 84, 102
 Terrell, T., 19, 47
 theory, ch. 1; construction of, 10-12;
 definition of, 3; evaluating, 12-18;
 functions of, 7-8; role in research,
 157-8; types of, 8-10
 transfer, 12, 61, 65-6, 76-79, 88-89,
 99-101, 103-4, 117-19, 128, 150,
 155, 158, 163
 Trubetzkoy, N., 97
 typological universals, ch. 4
 typology, language, 77, 83-4

 Universal Grammar, 24, 80, ch. 4,
 144, 149, ch. 7 *passim*

 Valdman, A., 120-1
 variation, in the interlanguage, 69-
 73, 156
 Vihman, M., 34, 41

 Washabaugh, W., 117
 Whinnom, K., 116
 White, L., x, 47, 91, 93, 95, 99, 107
 Whitehead, A. N., 3, 48, 49, 50
 Wode, H., 31, 33, 34, 35, 69, 77-8,
 87, 103
 Wolfe, S., 142
 Wong Fillmore, L., 35, 41, 51, 155

 ZISA project, 114-15
 Zobl, H., 33, 34, 77-8, 79, 81, 88-90,
 98, 152