

Contents

Preface to the 20th Anniversary <i>Routledge Linguistics Classics</i> Edition		ix
1	Modeling Second Language Acquisition	1
	1.0 Introduction	1
	1.1 A Framework for SLA	2
	1.2 Attention, Awareness, Consciousness	7
	1.3 Mediating Factors	16
	1.4 Conclusion	27
2	The Question of Evidence	31
	2.0 Preamble	31
	2.1 Introduction	31
	2.2 Availability of Evidence	40
	2.3 The Competition Model	42
	2.4 Conclusion	46
3	The Nature and Function of Output	49
	3.0 Introduction	49
	3.1 Modified Language in First Language Acquisition	51
	3.2 Second Languages	58
		vii

3.3	The Monitor Model	79
4	Input and Second Language Acquisition Theories	86
4.0	Introduction	86
4.1	Input-Interaction Perspective	86
4.2	The Input Hypothesis	87
4.3	Universal Grammar	87
4.4	Information Processing	91
4.5	Learners and the Selection of Input	93
4.6	Input and Linguistic Information	94
4.7	When and What Do Learners Need?	100
5	The Role of Interaction	104
5.0	Introduction	104
5.1	Miscommunication	105
5.2	Incomplete Understandings as Triggers for Negotiation	108
5.3	The Question of Negative Evidence	113
5.4	Interaction and Development	126
5.5	Conclusion	131
6	Comprehension, Output, and the Creation of Learner Systems	134
6.0	Introduction	134
6.1	Comprehension	134
6.2	Output	138
7	Epilogue: Classroom Implications and Applications	150
7.0	Introduction	150
7.1	Language Classrooms	152
7.2	Putting Theory to Practice and Practice to Theory	154
7.3	Conclusion	160
	References	162
	Author Index	177
	Subject Index	182