

科目：語言學短文評論

適用：外文系(語言學與語言教學組)

考生注意：

1. 依次序作答，只要標明題號，不必抄題。
2. 答案必須寫在答案卷上，否則不予計分。
3. 限用藍、黑色筆作答；試題須隨卷繳回。

本試題
共 2 頁
第 1 頁

編號：141

注意事項：

- 一、禁止使用任何形式的字典。
- 二、答案必須寫在答案卷上，寫在本試題卷上不予計分。
- 三、本試題卷必須與答案卷一併繳回。

Read in **Part One** the section from the book *Declarative and Procedural Determinants of Second Languages* by Michel Paradis, Philadelphia: John Benjamins Publishing Company, 2009:96-97. Then proceed to **Part Two**.

Part One

8. Why adults should need explicit metalinguistic knowledge

We may assume that most children are not taught grammar before they go to school. They acquire an implicit grammar without instruction. By that time, they have acquired the structures of their native language, including long-distance discontinuous dependencies, such as questions, binding, negative polarity across clauses, and so on. Hence, explicit knowledge is not a prerequisite for language acquisition. However, because of the interference of the already acquired L1 grammar, which serves as the default in interpreting whatever L2 features have not been internalized, adult learners may incorporate deviant items in their L2 language subsystem, often the corresponding L1 parameter. In such cases, noticing the non-salient L2 feature through instruction or any other type of explicit evidence is necessary to provide learners with the opportunity to produce exemplars of such features in their utterances and to perceive them when they are heard. Whereas perception of a feature is a requisite for providing a target, it is the repetition of this target, not its knowledge, that indirectly establishes implicit competence. An explicit construction (the target) does not contact, connect, communicate or interface with implicit-competence or its acquisition process. The repeated use of a construction leads to the tallying of its abstract underlying structure, to

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本試題
共 2 頁
第 2 頁

which consciousness does not have access.

This strengthens the arguments that, at least for some grammatical features, instruction (drawing attention to a particular form) is necessary for adult learners of an L2 in order to allow them to practice sentences that contain the given construction and eventually, *through practice* (i.e., frequent use), to implicitly incorporate the underlying structure of that construction in their L2 implicit linguistic competence. Metalinguistic descriptions do (indirectly) impact the acquisition of linguistic competence but, as discussed above, their indirect effect does not constitute an interface.

It appears that adults, unlike children, are not able (or find it very difficult) to acquire complex long-distance discontinuous dependencies in a second language. This means that they do not build implicit competence procedures for the most complex aspects of syntax incidentally, the way children do. Ellis (2005) hence proposes that explicit knowledge is a prerequisite for acquiring such dependencies in L2. Adults need negative evidence (e.g., corrections) so as to incorporate these syntactic aspects into their metalinguistic knowledge and possibly, eventually, acquire them through repeated use. (Of course, before one can speak of competence, it must be demonstrated that the adult L2 speaker's observed success reflects automatization rather than speeded-up processing. This speaks to the critical period hypothesis and will be considered in Chapter 4).

Part Two

Write, in English, a review of the article. In the review, do the following:

- (1) Summarize the book section IN YOUR OWN WORDS (about 100~150 words); (50%)
- (2) State, in about 200~300 words, your opinion about the main ideas of this book section. (50%)

THE END