## CONTENTS

<table>
<thead>
<tr>
<th>Acknowledgements</th>
<th>viii</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Introduction</strong></td>
<td>1</td>
</tr>
<tr>
<td>Some basic definitions</td>
<td>1</td>
</tr>
<tr>
<td>- Universal grammar</td>
<td>2</td>
</tr>
<tr>
<td>- Second language acquisition</td>
<td>5</td>
</tr>
<tr>
<td>Three caveats</td>
<td>6</td>
</tr>
<tr>
<td>- Continuity and discontinuity in notions of universal grammar</td>
<td>6</td>
</tr>
<tr>
<td>- Explicit and implicit concepts of second language learning</td>
<td>7</td>
</tr>
<tr>
<td>- Historiographical position of this text</td>
<td>8</td>
</tr>
<tr>
<td>Why study the history of universal grammar and second language acquisition?</td>
<td>9</td>
</tr>
<tr>
<td>- Programmatic ahistoricity</td>
<td>9</td>
</tr>
<tr>
<td>- Possible sources of ahistoricity</td>
<td>12</td>
</tr>
<tr>
<td>- Benefits of achieving historical self-awareness</td>
<td>15</td>
</tr>
<tr>
<td>- What is it that a discipline loses, if it ' loses ' its history?</td>
<td>17</td>
</tr>
<tr>
<td><strong>About this book</strong></td>
<td>18</td>
</tr>
<tr>
<td><strong>2 Ancient Greece and Rome</strong></td>
<td>21</td>
</tr>
<tr>
<td>Greece</td>
<td>21</td>
</tr>
<tr>
<td>- 'Barbarian' languages and the ancient Greeks</td>
<td>22</td>
</tr>
<tr>
<td>- Greek contributions to the pre-history of universal grammar</td>
<td>23</td>
</tr>
<tr>
<td>Rome</td>
<td>25</td>
</tr>
<tr>
<td>- Second language learning in ancient Rome</td>
<td>28</td>
</tr>
<tr>
<td>- Roman comparative grammar</td>
<td>32</td>
</tr>
<tr>
<td>Summary</td>
<td>33</td>
</tr>
<tr>
<td><strong>3 Languages and language learning from late antiquity to the Carolingian renaissance</strong></td>
<td>35</td>
</tr>
<tr>
<td>Language and languages in early Christianity</td>
<td>35</td>
</tr>
<tr>
<td>- The Tower of Babel and second language learning</td>
<td>35</td>
</tr>
</tbody>
</table>
## CONTENTS

- Christianity and language study 37
- Augustine 38

### The first foreign language grammars
- Between the ancient world and the Middle Ages 42
- Latin as an L2 43
- What did early medieval learners acquire, when they acquired an L2? 46

Summary 48

### 4 The Middle Ages

- Grammar realigned and redefined 50
  - Grammar in its disciplinary neighbourhood 50
  - Grammar as a speculative science 53

- Speculative grammar 55
  - Medieval universal grammar 56
  - Modistk and generative versions of universal grammar 61
  - Roger Bacon 63

- Second language learning in the age of speculative grammar 66
  - Foreign languages and foreign language learning in the Middle Ages 66
  - Medieval second language pedagogy 69
  - On the commerce between speculative grammar and L2 acquisition 71

Summary 73

### 5 From discovery of the particular to seventeenth-century universal languages 75

- Renaissance ‘discovery of the particular’ 76
  - Abandonment of speculative grammar 77
  - Changing status of the vernacular languages 78

- Grammar and grammars from the Renaissance to the early 1600s 82
  - Babel discovered at home 83
  - Babel discovered abroad 84
  - Babel revisited in critique of the grammatical tradition 85

- Second language learning and the teaching of foreign languages 88
  - Conceptualization of native and non-native languages 88
  - Sixteenth- and seventeenth-century grammar- and usage-based language instruction 91
  - L2 pedagogy and Renaissance concepts of L2 acquisition 95

- Reinvestment in the universal: seventeenth-century universal languages 98
  - What might it mean to learn a universal language 101

Summary 102

### 6 General grammar through the nineteenth century 103

- Reinvestment in the universal: general and rational grammar 104
The grammatical works of Port-Royal 105
General grammar and "Cartesian linguistics" 109

Elaboration and critique of general and rational grammar in the
European Enlightenment 120
Leibniz 120
Locke and Condillac 121
Du Marsais and Beauzée 123
Harris and Horne Tooke 125
General and rational grammar in perspective 127

Seventeenth- and eighteenth-century conceptualization of
second language learning 128
Before general grammar 129
Rationalist and universalist concepts of L2 learning 130
Du Marsais and Beauzée on L2 learning 132
Rationalist and universalist concepts of L2 learning in retreat 134

Nineteenth-century comparative-historical linguistics 136
Wilhelm von Humbolt 138
Language teaching and learning in the 1800s 141

Summary 146

7 Conceptualization of universal grammar and
second language learning in the twentieth century 148
The 'Saussurean paradigm' 149
Europe after Saussure 151
Otto Jespersen's philosophy of grammar 152
Schools of European structuralism 155
The Prague School 157
American structuralist linguistics 159
Two perspectives on American structuralism from 1900 to 1960 160
Second language learning and American structuralist linguistics 169
Contrastive analysis 173
Late twentieth-century linguistic theory and the conceptualization
of second language learning 177
Corder's insight 178
Greenbergian language universals and Chomskyan universal grammar 179
Late twentieth-century universalism in context 186

Summary 189

8 Afterword 190
Notes 193
Bibliography 214
Index 249