

Interlanguage Variation In Theoretical And Pedagogical Perspective By Hd Adamson 2012 03 31

This book for the first time reconstructs in a single theoretical framework the more important approaches to linguistic variation found in areas as different as historical linguistics, dialectology, sociolinguistics, psycholinguistics, stylistics, contrastive linguistics, language typology, so-called evaluation grammar, and current Chomskyan generative grammar (generally with an emphasis on syntax). The book concentrates on language-internal variation but also analyses typological research and considers the question of how linguistic descriptions may account for variation both within and between languages. The book's first and primary aim is adequate conceptualization in the area of linguistic variation. Its second aim is a practical one: to contribute, from a theoretical point of view, to the vast descriptive effort that is demanded in linguistics in documenting endangered languages. Its third aim is, simply, orientation. Using a non-Labovian notion of linguistic variable, the author distinguishes a holistic and a component approach to linguistic variation. A precise version of the former is developed by formulating a theory of language varieties based on the concept of

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variety structure of a language; it is then shown how the proposals made by major representatives of the component approach can be integrated into this framework. The theory is extended to interlanguage variation and applied, in particular, to typology. It is further extended to establish the properties of linguistic descriptions that account for variation in a unified way. This book provides a linguistic and cultural profile of the Polish diasporic communities in three different European countries: Ireland, France and Austria. The eight contributing chapters present original research on the acquisition and use of the languages of the respective host communities and also explore related elements of cultural acquisition. A number of aspects of second language acquisition are considered, notably the acquisition of phonology, lexicon and discourse, as well as aspects of sociolinguistic competence. In addition, varying approaches and research methods are reported on, each of which was chosen in consideration of the particular research issue addressed and the particular circumstances under which the research was carried out. These range from psycholinguistic approaches to second language acquisition to variationist approaches, and include both quantitative and qualitative methodologies. This book provides a forum for methodological discussions emanating

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from researchers engaged in studying how individuals acquire an additional language. Whereas publications in the field of second language acquisition generally report on empirical studies with relatively little space dedicated to questions of method, the current book gave authors the opportunity to more fully develop a discussion piece around a methodological issue in connection with the interpretation of language-learning data. The result is a set of seven thought-provoking contributions from researchers with diverse interests. Three main topics are addressed in these chapters: the role of native-speaker norms in second-language analyses, the impact of epistemological stance on experimental design and/or data interpretation, and the challenges of transcription and annotation of language-learning data, with a focus on data ambiguity. Authors expand on these crucial issues, reflect on best practices, and provide in many instances concrete examples of the impact they have on data interpretation.

A volume on second-language acquisition theory and pedagogy is, at the same time, a mark of progress and a bit of an anomaly. The progress is shown by the fact that the two disciplines have established themselves as areas of study not only distinct from each other, but also different from linguistic theory. This was not always the case, at least not in the United States. The anomaly results from

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the fact that this book deals with the relationship between L2 theory and pedagogy despite the conclusion that there is currently no widely-accepted theory of SLA. Grouped into five sections, the papers in this volume: * consider questions about L2 theory and pedagogy at the macro-level, from the standpoint of the L2 setting; * consider input in terms of factors which are internal to the learner; * examine the question of external factors affecting the input, such as the issue of whether points of grammar can be explicitly taught; * deal with questions of certain complex, linguistic behaviors and the various external and social variables that influence learners; and * discuss issues surrounding the teaching of pronunciation factors that affect a non-native accent.

Mexican American English

Empirical Studies in Second Language Variation

Interlanguage

Cross-linguistic Aspects of Processability Theory

Processability Theory

Linguistic and Cultural Acquisition in a Migrant Community

Studies in honour of H G Widdowson. Principle and Practice in Applied Linguistics provides a comprehensive overview of the many and diverse areas in applied linguistics today. The papers range from second language acquisition to discourse analysis, corpus linguistics, and

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classroom practice; together they emphasize the reciprocal relationship of principle and practice, and the interdisciplinary nature of applied linguistics.

In this book H.D. Adamson reviews scholarship in sociolinguistics and second language acquisition, comparing theories of variation in first and second-language speech, with special attention to the psychological underpinnings of variation theory. Interlanguage is what second language learners speak. It contains syntactic, morphological and phonological patterns that are not those of either the first or the second language, and which can be analyzed using the principles and techniques of variation theory. Interlanguage Variation in Theoretical and Pedagogical Perspective: relates the emerging field of variation in second language learners' speech (interlanguage) to the established field of variation in native speakers' speech relates the theory of linguistic variation with psycholinguistic models of language processing relates sociolinguistic variation theory to the theory of Cognitive Grammar suggests teaching applications that follow from the theoretical discussion At the forefront of scholarship in the fields of interlanguage and variation theory scholarship, this book is directed to graduate students and researchers in applied English linguistics and second language acquisition, especially those with a background in sociolinguistics.

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There is a growing interest in second language acquisition (SLA) research in interdisciplinary approaches as that are by theoretical as much as practical need of understanding language learning and performance. Intellectually, second language acquisition research is now a recognised independent field of academic inquiry concerned with cognitive, psychological, social and pragmatic aspects of the phenomenon of second language development. SLA research tends to be both highly theoretical and experimental and as such lends itself well to the rigour of scientific research. It is in this context that the use of well articulated theories and concepts is increasingly seen as an essential research and 'thinking' tool for understanding and conducting SLA research. Processability Theory (Pienemann 1998) is one of the more prominent theories that have been applied across a number of second languages. The logic underlying processability theory is that at any stage during the developmental process, the learner can produce and comprehend only those target language linguistic forms which the current state of the language processor (i.e. the learner language) can handle. It is therefore crucial to understand the architecture of the language processor and the way in which it handles second language development. The chapters included in this book will report on the various technical and theoretical aspects of experimental SLA research across a number of typologically different

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languages. The book includes detailed chapters outlining the key theoretical claims and methodological requirements underpinning this kind of SLA research. Many of the subsequent chapters report Processability Theory-related studies to the wider field of SLA research. Though the emphasis is on cross-linguistic experimental research undertaken within the parameters of Processability Theory, the book nevertheless sheds the light on the nexus between bilingualism and theory-driven second language acquisition research. This volume addresses salient theoretical issues concerning the validity of research methods in second-language acquisition, and provides critical analysis of contextualized versus sentence-level production approaches. The contributors present their views of competence versus performance, the nature of language acquisition data, research design, the relevance of contextualized data collection and interpretation, and the desirability of a particularistic nomothetic theoretical paradigm versus more comprehensive consideration of multiple realities and complex influencing factors. This book presents varying and antithetical approaches to the issues, bringing together the thinking and approaches of leading researchers in language acquisition, language education, and sociolinguistics in an engaging debate of great currency in the field.

Second Language Acquisition and Linguistic Variation

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Variation Theory and Second Language Learning

The legacy of Professor Michael H. Long

The Phonology of English as an International Language

Theoretical and Methodological Developments in Processability Theory

The Current State of Interlanguage

This volume corrects the relative neglect in Second Language Acquisition studies of the quantitative study of language variation and provides insights into such issues as language transfer, acquisition through exposure, language universals, learner's age and so forth. These studies bolster the idea that a full account of SLA development (and, hence, a "theory of SLA") must be built on not only detailed accounts of interlanguage data but also on a wide appeal to factors which govern the psycholinguistic bases of SLA. An important addition to the volume is a comprehensive guide to both the DOS and Macintosh versions of the VARBRUL statistical program used by variationists.

This state-of-the-art volume offers a comprehensive, accessible, and uniquely interdisciplinary examination of social factors' role in second language acquisition (SLA) through different theoretical paradigms, methodological traditions, populations, contexts, and language groups. Top scholars from around the world synthesize current and past work, contextualize the central issues, and set the future research agenda on second language variation, including languages studied or taught less commonly. This

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will be an indispensable resource to scholars and advanced students of SLA, applied linguistics, education, and other fields interested in the social aspects of language learning in research practice and instruction.

Suzanne Flynn and Wayne O'Neil Massachusetts Institute of Technology I.

INTRODUCTION The theory of Universal Grammar (UG) as explicated e. g. in Chomsky, 1986, has led to explosive developments in the study of natural language as well as to significant advances in the study of first language (L 1) acquisition. Most recently. the theory of UG has led to important theoretical and empirical advances in the field of adult second language (L2) acquisition as well. The principle impetus for this development can be traced to the work in linguistics which shifted the study "from behavior or the products of behavior to states of the mind/brain that enter into behavior" (Chomsky. 1986:3). Grammars within this framework are conceived of as theoretical accounts of "the state of the mind/brain of the person who knows a particular language" (Chomsky. 1986:3). Research within fields of language acquisition seeks to isolate and specify the properties of the underlying competence necessary for language learning. Full development of a theory of UG demands study and understanding of the nature of both the formal properties of language and of the language acquisition process itself. However. while there is a tradition of debate and dialogue established between theoretical linguistics and LI acquisition research. relatively few connections have been made between linguistic theory and L2 acquisition research.

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Leading scholars examine languages ranging from old Egyptian to modern Afrikaans. They consider the insights parametric theory offers to understanding the dynamics of language change and test new hypotheses against an extensive array of data. In both the broad range of languages it discusses and its use of linguistic theory this is an outstanding book.

Variation in Interlanguage

Arabic L2 Interlanguage

Parameter Theory and Linguistic Change

Georgetown University Round Table on Languages and Linguistics (GURT) 1996:

Linguistics, Language Acquisition, and Language Variation

Emerging Hispanicized English in the Nuevo New South

Theoretical Issues in Interlanguage Variation Study

Arabic L2 Interlanguage is a significant and timely addition to the field of Second Language Acquisition, providing valuable insight into the development of 'interlanguage', the interim language of early beginners, in learners of Arabic. This book: Clearly establishes what interlanguage is and why it should form an important part of foreign language teaching Presents the reader with a sequence in which six English-speaking learners of Arabic acquire the language Makes use of the rich morphological and syntactic property of Arabic to offer a new perspective on the field of Second Language Acquisition. Arabic L2 Interlanguage contributes directly towards

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building a more comprehensive theoretical framework for explaining how L2s are acquired. It will be key text for SLA scholars as well as an important resource for graduate students in Linguistics and Foreign Language Teaching.

Bringing together a comprehensive collection of newly-commissioned articles, this Handbook covers the most recent developments across a range of sub-fields relevant to the study of second language Spanish. Provides a unique and much-needed collection of new research in this subject, compiled and written by experts in the field Offers a critical account of the most current, ground-breaking developments across key fields, each of which has seen innovative empirical research in the past decade Covers a broad range of issues including current theoretical approaches, alongside a variety of entries within such areas as the sound system, morphosyntax, individual and social factors, and instructed language learning Presents a variety of methodological approaches spanning the active areas of research in language acquisition

This book marks a new development in the field of second language acquisition research. It explores the way in which language processing mechanisms shape the course of language development. Language Processing and Second Language Development thus adds one major psychological component to the search for a theory of second language acquisition. The core of the book is Pienemann's Processability Theory which spells out which second language forms are processable

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at which developmental stage. The theory is based on recent research into language processing and is formalised within Lexical-Functional Grammar. The predictions of the theory are applied to the second language development of English, German, Japanese and Swedish. The theory is also tested in on-line experiments. In addition, Processability Theory has major implications for interlanguage variation (including task variation) and age-related differences in language acquisition. All of these issues are explored from a processing perspective with theoretical and empirical rigor. In this book H.D. Adamson reviews scholarship in sociolinguistics and second language acquisition, comparing theories of variation in first and second-language speech, with special attention to the psychological underpinnings of variation theory. Interlanguage is what second language learners speak. It contains syntactic, morphological and phonological patterns that are not those of either the first or the second language, and which can be analyzed using the principles and techniques of variation theory. Interlanguage Variation in Theoretical and Pedagogical Perspective: relates the emerging field of variation in second language learners' speech (interlanguage) to the established field of variation in native speakers' speech relates the theory of linguistic variation with psycholinguistic models of language processing relates sociolinguistic variation theory to the theory of Cognitive Grammar suggests teaching applications that follow from the theoretical discussion At the forefront of scholarship in the fields of interlanguage and variation theory scholarship, this book

is directed to graduate students and researchers in applied English linguistics and second language acquisition, especially those with a background in sociolinguistics.

Sociolinguistics and Second Language Acquisition

Language Variation in a Triethnic Community

Linguistic Variables

Studies in honor of William E. Rutherford

Theory-Construction and Testing

The Dynamic Interlanguage

Seven years ago Manfred Pienemann proposed a novel psycholinguistic theory of language development, Processability Theory (PT). This volume examines the typological plausibility of PT. Focusing on the acquisition of Arabic, Chinese and Japanese the authors demonstrate the capacity of PT to make detailed and verifiable predictions about the developmental schedule for each language. This cross-linguistic perspective is also applied to the study of L1 transfer by comparing the impact of processability and typological proximity. The typological perspective is extended by including a comparison of different types of

language acquisition. The architecture of PT is expanded by the addition of a second set of principles that contributes to the formal modeling of levels of processability, namely the mapping of argument-structure onto functional structure in lexical mapping theory. This step yields the inclusion of a range of additional phenomena in the processability hierarchy thus widening the scope of PT.

This book represents a major statement of the current research being conducted on the learning of second languages from a sociocultural perspective. The book is divided into a theoretical and an empirical part. Specific topics covered include: learning and teaching languages in the zone of proximal development; L1 mediation in the acquisition of L2 grammar; sociocultural theory as a theory of second language learning; gestural mediation in a second language; and constructing a self through a second language.

This state-of-the-art volume presents an outstanding collection of 22 studies on current issues facing research

in second-language acquisition (SLA). The editors sought contributions for this volume from seasoned veterans of SLA like Lydia White and Susan Gass, from well-known researchers in linguistics and/or first-language acquisition like Haj Ross and Harald Clahsen, and from relative newcomers to the field like India Plough and Jean-Marc Dewaele. The topics covered range from the role of universals at various levels of second-language (L2) knowledge; the way that linguistic knowledge is represented by L2 learners; the changing nature of linguistic theory itself; and the definition of usage phenomena like style shifting and code switching. The introduction to *The Current State of Interlanguage* gives a concise yet detailed overview of research in the field over the past 10 years, and focuses on the present growing consensus on a number of issues that were at one point highly controversial. Presenting new approaches and results previously inaccessible in English, the *Routledge Handbook of Japanese Sociolinguistics* provides an insight into the language and

society of contemporary Japan from a fresh perspective. While it was once believed that Japan was a linguistically homogenous country, research over the past two decades has shown Japan to be a multilingual and sociolinguistically diversifying country. Building on this approach, the contributors to this handbook take this further, combining Japanese and western approaches alike and producing research which is relevant to twenty-first century societies. Organised into five parts, the sections covered include: The languages and language varieties of Japan. The multilingual ecology. Variation, style and interaction. Language problems and language planning. Research overviews. With contributions from across the field of Japanese sociolinguistics, this handbook will prove very useful for students and scholars of Japanese Studies, as well as sociolinguists more generally.

An Introductory Textbook
Learning to Use Language in Context
Theories and issues

Towards a unified theory of linguistic variation Sociocultural Theory and Second Language Learning Second Language Acquisition Theory

This volume provides a comprehensive overview of contemporary language shift and identity in a language community in the mid-Atlantic South to offer a unique window into ethnic dialect formation and sociolinguistic processes underpinning dialect acquisition. Drawing on data collected from over 100 interviews of members North Carolina Hispanicized English speakers in Durham, North Carolina, the book employs a quantitative approach and uses statistical software in analyzing the data collected to focus on the sociolinguistic variable of past tense unmarking to explore sociolinguistic processes at work in English language learner variation. The focus on a specific variable allows for the opportunity to explore specific processes in more detail, including the ways in which speakers accommodate regional and ethnic varieties of their peers and the internal and environmental factors guiding dialect acquisition. Illuminating new facets to the processes of language learning, language contact, and ethnolect emergence, this volume is key reading for students and researchers in second language acquisition and variationist sociolinguistics.

This major contribution to second language acquisition theory examines the question of the systematicity of learners' language. Richard Young proposes a new descriptive model

for handling what other investigators have claimed to be random variations in performance, and he tests the model on plural inflections in the English interlanguage of Chinese learners. The study investigates how factors such as the social context of speech, the linguistic environment of a variable, and the tendency to omit redundant information affect the developing interlanguage system. The representation of learners' language which emerges from this study is richer, more complex, and more descriptively adequate than has previously been available.

Second language acquisition (SLA) and language testing (LT) research have largely been viewed as distinct areas of inquiry in applied linguistics. This book provides a fresh look at areas of common interest to both SLA and LT research, and ways in which research in these two areas of applied linguistics can be fruitfully integrated.

This edited volume is devoted to expanding the theoretical basis of Processability Theory, a theory of second language development that combines insights in the way speakers generate language and store their language knowledge to predict, describe and explain developmental sequences (Pienemann 1998, 2005). The aim of the book is to provide a forum for new perspectives focusing on three intersections: (1) the interface between morpho-syntax and discourse/pragmatics/semantics, (2) constraints on processing and receptive processing and (3) developments in instructed second language learning. Each part also includes a response paper, in which the new perspectives, in terms of the

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theoretical challenges and/or the empirical results of the preceding chapters are discussed. This collection of articles and response papers will be very relevant to students and researchers interested in theoretical aspects of second language acquisition, and more specifically Processability Theory, and clearly indicates that the field is lively and open.

Language Processing and Second Language Development

Studying Processability Theory

The Routledge Handbook of Second Language Acquisition and Sociolinguistics

Research Methodology in Second-Language Acquisition

Interfaces Between Second Language Acquisition and Language Testing Research

Studies in Honour of H. G. Widdowson

This book advocates a new approach to pronunciation teaching, in which the goal is mutual intelligibility among non-native speakers, rather than imitating native speakers. It will be of interest to all teachers of English as an International Language, especially Business English. It proposes a basic core of phonological teaching, with controversial suggestions for what should be included.

A comprehensive linguistic analysis of Mexican American English, introducing a model of the language shift that results within immigrant groups.

Sociolinguistics and Second Language Acquisition is a comprehensive textbook that bridges the gap between the fields of sociolinguistics and second language acquisition, exploring the variety of ways in which social context influences the acquisition of a second language. It

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reviews basic principles of sociolinguistics, provides a unified account of the multiple theoretical approaches to social factors in second languages, summarizes the growing body of empirical research, including examples of findings from a wide range of second languages, and discusses the application of sociolinguistics to the second language classroom. Written for an audience that extends beyond specialists in the field, complete with summary tables, additional readings, discussion questions, and application activities throughout, this volume will serve as the ideal textbook for advanced undergraduate or graduate students of second language acquisition and instruction, and will also be of interest to researchers in the fields of second language acquisition, second language instruction and sociolinguistics.

Aims to provide a systematic perspective on some central psychological mechanisms underlying the spontaneous production of interlanguage (IL) speech. The text develops a framework that represents a theory of processability of grammatical structures, referred to as "Processability Theory".

Towards a Unified Theory of Linguistic Variation

Interpreting language-learning data

Routledge Handbook of Japanese Sociolinguistics

Interlanguage Variation in Theoretical and Pedagogical Perspective

Variation in Interlanguage Morphology

Second Language Acquisition Theory and Pedagogy

Professor Michael H. Long (1945-2021) was one of the most influential scholars in the field of second language acquisition. This volume presents a set of chapters that honour some of his key contributions in language teaching and learning. Following a

bibliometric analysis of the impact of his research to the field, the volume spans topics such as task-based language teaching, focus on form, age effects, transfer, feedback, interaction, incidental learning, stabilization, among many others.

During the acquisition of a second or other language speech and writing are influenced by the native and the "target" language and by the learner's conscious attempts to apply grammatical rules. Elaine Tarone's account offers both theoretical and practical guidance in this crucial area.

This book explores relationships between Processability Theory approaches and other approaches to SLA. It is distinctive in two ways. It offers PT-insiders a way to see connections between their familiar traditions and theories with other ways of working. Parallel to this it offers readers who work in other traditions ways of connecting with a research tradition that makes specific testable claims about second language acquisition processes. These dual perspectives mean that both beginning and established SLA researchers as well as those seeking to connect their work with views of language learning will find something of interest. Studies of multiple languages and multiple aspects of language are included. Chapters cover areas as diverse as literacy, language comprehension, language attrition and language testing.

This volume examines linguistics, language acquisition, and language variation, emphasizing their implications for teacher education and language education. A majority of the essays consider issues in second language acquisition, dealing specifically with learners and instructors, or concentrating on the larger social and societal context in which learning and acquisition occur. Topics highlighted include the

current and often controversial debate over bilingual education, language variation, and the past, present, and future role of linguistics in language pedagogy.

Processability theory

Second Language Acquisition Research

Current Trends and Future Prospects

Principle and Practice in Applied Linguistics

The Handbook of Spanish Second Language Acquisition

Widening Contexts for Processability Theory

Recent work in applied linguistics has expanded our understanding of the rule governed nature of language. The concept of an idealized speaker-hearer whose linguistic competence is abstract and separate from reality has been enriched by the notion of an actual interlocutor who possesses communicative competence, a knowledge of language which accounts for its use in real-world contexts. Areas of variation previously relegated to idiosyncratic differences in performance have been found to be dynamic yet consistent and lend themselves to study and systematic description. Because language acquisition involves the development of communicative competence, by its very nature it incorporates variation and systematicity. Second-language acquisition is similarly

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variable, since interlanguage is subject to the same universal and language-specific conventions. In addition, aspects of the second language have been found to be unevenly acquired and are differentially reflected in particular contexts or settings.

Yet, despite our expanding knowledge, this variability is only beginning to be treated in much of the second-language acquisition literature. This volume presents the work of some researchers and methodologists who have taken on the challenge of including variation in their research designs and pedagogical recommendations. Variation is shown to be relevant to linguistic, social, and psychological aspects of language. It is apparent in the registers and dialects of the target language and in the interlanguage of learners.

Processability Theory (PT) as developed by Manfred Pienemann is a prominent theory of second language acquisition. PT serves as a framework for a wide range of research covering issues, including L2 processing, interlanguage variation, typological effects on SLA, L1 transfer, pidgins and creoles, linguistic profiling, stabilisation/fossilisation and teachability. This textbook provides a reader-friendly introduction to PT. It is

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designed for students with a basic knowledge of (applied) linguistics. The components of PT are set out in four parts. The first part focuses on observed facts, in particular on paths of L2 development and learner variation. The second part gives an overview of the theoretical basis of PT. Part three details the application of PT to contexts other than ESL (i.e. Japanese, creoles and bilingual acquisition), and the fourth part focuses on practical applications. Each chapter contains exercises (including data analysis and interpretation) which may be used for individual study or in class. The textbook can be used as a concise introduction to PT. However, it may also serve as a point of reference for particular PT-related topics. The individual chapters were written by specialists in each of the research areas.

Few works in the field of second language acquisition (SLA) can endure multiple reads, but Selinker's (1972) "Interlanguage" is a clear exception. Written at the inception of the field, this paper delineates a disciplinary scope; asks penetrating questions; advances daring hypotheses; and proposes a first-ever conceptual and empirical framework that continues to stimulate

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SLA research. Sparked by a heightened interest in this founding text on its 40th anniversary, 10 leaders in their respective fields of SLA research collectively examine extrapolations of the seminal text for the past, the present, and the future of SLA research. This book offers a rare resource for novices and experts alike in and beyond the field of SLA.

Substrate Influence and the Birth of an Ethnolect

Linguistic and Social Constraints on Interlanguage Tense Marking

Syntactic sequences, agreement and variation

Variation Theory and Second Language Acquisition

Forty years later

Issues in the Theory of Universal Grammar