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Autore	Stacchini Gazzola, Vanna
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Altri autori (Persone)	Cabrelli AmaroJennifer FlynnSuzanne RothmanJason
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Soggetti	Adult education Language acquisition Language and languages - Study and teaching Language transfer (Language learning) Multilingualism Adquisició d'una segona llengua Multilingüisme Accentuació (Lingüística) Fonologia Educació d'adults Llibres electrònics

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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	<p>Third Language Acquisition in Adulthood; Editorial page; Title page; LCC data; Table of contents; Acknowledgments; Introduction. Third language (L3) acquisition in adulthood; References; Part 1. Theory; L3 morphosyntax in the generative tradition; 1. Generative theory and acquisition: A concise overview of relevant issues; 2. Why L3 as opposed to adult L2 acquisition?; 3. The initial state and different proposals for L3/Ln; 3.1 Absolute L1 transfer; 3.2 The L2 status factor; 3.3 The Cumulative-Enhancement Model (CEM); 3.4 The Typological Primacy Model; 4. Beyond the initial state</p> <p>5. Final thoughts and future directionsReferences; L3 phonology; 1. Introduction; 2. Existing research; 2.1 Facilitation of additional language learning; 2.2 Factors in L3 phonological transfer; 3. Theoretical issues; 3.1 Generative L3 morphosyntax models; 3.2 The L3 initial stages and Optimality Theory; 4. Methodological issues; 4.1 Overview; 4.2 Perception studies; 4.3 Selection of properties; 4.4 Proficiency measurement; 4.5 Subject pools and language groups; 4.6 Data analysis; 5. Conclusion; References; The L2 status factor and the declarative/procedural distinction; 1. Introduction</p> <p>2. A short overview of important factors for transfer into L3. The L2 status factor: Background; 4. A model for L3 learning (Falk & Bardel 2010, 2011); 5. A neurolinguistic approach to L3 learning; 6. Implications and future directions; References; Rethinking multilingual processing; 1. Main characteristics of current models of multilingual processing; 2. Characteristics of complex dynamic systems; 3. A different perspective on processing models; 3.1 Language processing is modular; 3.2 Language processing is incremental, and there is no internal feedback or feedforward</p> <p>3.3 Isolated elements can be studied without taking into account the larger linguistic and social context of which they are a part3.4 Individual monologue, rather than interaction, is the default speaking situation; 3.5 Language processing is seen primarily as operations on invariant and abstract representations; 3.6 Language processing can be described using a steady state model; 3.7 Various experimental techniques will provide us with reliable and valid data on the workings of the model; 3.8 Characteristics of DST-based models of bilingual processing</p> <p>3.9 From group studies to individual case studies of multilinguals4. Multilingualism and DST; 5. Conclusion; References; Multilingual lexical operations; 1. The general notion of cross-linguistic influence: A historical thumbnail sketch; 2. Debates concerning cross-lexical connectivity; 3. Cross-lexical interaction as integrated blur; 4. Conclusion; References; L3/Ln acquisition; 1. Introduction; 2. Four theoretical proposals explaining linguistic difficulty; 2.1 The Interpretability Hypothesis; 2.2 The Interface Hypothesis; 2.3 The Feature Reassembly Hypothesis; 2.4 The Bottleneck Hypothesis</p> <p>3. L3A data meet the L2A hypotheses</p>
Sommario/riassunto	Research on the phonological acquisition of a third language (L3) is still in its infancy; therefore, the present contribution is intended to further investigate the area by focusing on the phenomenon of foreign accentedness and the widely disputed sources of cross-linguistic influence in L3 phonology. The study employs the technique of

perceptual judgement of a foreign accent in a third language. It aims to determine whether trilingual speakers of typologically unrelated languages (i.e. L1 Polish, L2 French and L3 English) have a tendency toward L1- or L2-accented speech in L3 performance and
