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Nota di contenuto	Part I. Teachability and learnability -- Chapter 1. Research timeline. The role of instruction: Teachability and processability / Kristof Baten and Jorg-U. Kessler -- Chapter 2. How much English do children know before they are exposed to instruction? Applying Processability Theory to receptive grammar / Gisela Hakansson -- Chapter 3. Morpho-syntactic development in the input: A study of second language learning textbooks / Anna Flyman Mattsson -- Chapter 4. Are speech and writing teachable? Re-examining developmental constraints on pedagogy / Bronwen Dyson -- Part II. Methods and assessments -- Chapter 5. The elicitation of oral language production data: An exploration of the Elicited Imitation Task / Kristof Baten -- Chapter 6. Elicited imitation as a diagnostic tool of morpho-syntactic processing / Jacopo Saturno -- Chapter 7. Grammatical accuracy and complexity in a speaking proficiency test / Anders Agebjorn -- Part III. Cross-linguistic aspects of SLA -- Chapter 8. Acquisition of nominal morphology in Norwegian L2: Trends and tendencies / Linda Evenstad Emilsen -- Chapter 9. Interlingual versus intralingual tendencies in second

language acquisition: Expressing motion events in English, Hungarian and Japanese / Miho Mano, Yuko Yoshinari and Kiyoko Eguchi -- Chapter 10. The acquisition of Turkish (genitive)-possessive structures by adult Norwegian learners / Emel Turker-van der Heiden and Gozde Mercan -- Closing chapter: Opening new perspectives -- Chapter 11. Heritage language development and the promise of Processability Theory / Silvina Montrul.

Sommario/riassunto

Teachability and Learnability across Languages addresses key issues in second, foreign and heritage language acquisition, as well as in language teaching. Focusing on a Processability Theory perspective, it brings together empirical studies of language acquisition, language teaching, and language assessment. For the first time, a research timeline for the role of instruction in language learning is presented, showing how the field of second language acquisition (SLA) research has developed over the last four decades since Pienemann's work on learnability and syllabus construction over the 1980s. The book includes studies of child and adult second as well as foreign language acquisition research, covering a wide range of target languages including English, German, Hungarian, Japanese, Norwegian, Polish, Spanish, Swedish, and Turkish. In addition, future extensions of PT are discussed. This volume is designed for advanced students in international programs of SLA and Applied Linguistics as well as for SLA researchers and second and foreign language teachers.
