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Nota di contenuto	Front matter -- Contents -- Contributors -- Preface -- 1. Focus Constructions and Language Transfer -- 2. Argument Realisation and Information Packaging in Tough- Movement Constructions: A Learner-Corpus-Based Investigation -- 3. L1 Syntactic Preferences of Polish Adolescents in Bilingual and Monolingual Education Programmes -- 4. MOGUL and Crosslinguistic Influence -- 5. Syntactic Processing in Multilingual Performance (A Case Study) -- 6. The Morphology -me in Modern Greek as L2: How German and Russian L2 Learners Interpret Verbal Constructions -- 7. Unaccusativity Marks -- 8. To Move or Not to Move: Acquisition of L2 English Syntactic Movement Parameter -- 9. Last to Acquire: On the Relation of Concession in Interpreting -- 10. Pragmatic (In)Competence in EFL Writing -- 11. The Role of Explicit Rule Presentation in Teaching English Articles to Polish Learners -- 12. The Effect of Corrective Feedback on the Acquisition of the English Third-Person -s Ending -- 13. The Acquisition of German Syntax by Polish Learners in Classroom Conditions -- 14. Introducing Language Interface in Pedagogical Grammar -- 15. Towards Reflecting the Dynamic Nature of Grammar in Foreign Language Instruction:

Sommario/riassunto

The volume consists of articles on issues relating to the morphosyntactic development of foreign language learners from different L1 backgrounds, in many cases involving languages which are typologically distant from English, such as Polish, Greek and Turkish. It highlights areas which may be expected to be especially transfer-prone at both the interlingual and intralingual levels. The articles in the first part report empirical studies on word morphology and sentence patterns and also look at the interface of lexis and grammar in the discourse and syntactic processing of foreign language learners. The second part elaborates on pedagogical issues concerning the acquisition of difficult grammatical features such as the English article system or the 's' ending in the third person singular. It also comments more generally on the way pedagogic grammar functions in the learning of the L2.

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