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| Autore | De Angelis Gessica <1965-> |
| Titolo | Third or additional language acquisition [[electronic resource] /] / Gessica De Angelis |
| Pubbl/distr/stampa | Clevedon ; ; Buffalo, : Multilingual Matters, c2007 |
| ISBN | 1-78892-056-2 1-280-93498-0 9786610934980 1-84769-005-X |
| Descrizione fisica | 1 online resource (160 p.) |
| Collana | Second language acquisition ; ; 24 |
| Disciplina | 418.007 |
| Soggetti | Multilingualism Language and languages - Study and teaching |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di bibliografia | Includes bibliographical references (p. 139-152). |
| Nota di contenuto | Front matter -- Contents -- List of illustrations -- Chapter 1. The Multilingual Learner and Speaker -- Chapter 2. Factors Affecting Non-native Language Influence -- Chapter 3. What Can be Transferred from One or More Non-native Language to Another -- Chapter 4. Multilingual Speech Production -- Chapter 5. The Multilingual Lexicon -- Chapter 6. Prior Language Knowledge, Cognitive Development and the Language Acquisition Process -- Chapter 7. Conclusion -- References |
| Sommario/riassunto | Third or Additional Language Acquisition examines research on the acquisition of languages beyond the L2 within four main areas of inquiry: cross linguistic influence, multilingual speech production models, the multilingual lexicon and the impact of bi/multilingualism on cognitive development. The book critically examines the evidence available keeping two main questions in mind. The first is whether multilinguals should be considered as learners and speakers in their own right and, consequently, whether the distinction between Second Language Acquisition and Bilingualism, and Third or Additional Language Acquisition and Multilingualism is fully warranted. The second is how proficient in a non-native language learners are |

supposed to be before they can begin to be classified as multilingual
learners in empirical research
