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Encore; 4.1.3 Toujours; 4.1.4 Alors; Inferential use; Reorienting/topic change marker; Comparative connective; 4.1.5 Apres; 4.1.6 Maintenant; 4.2 Distribution of temporal (TM) and textual (TX) markers across the different speaker groups: The degree of pragmatic use; 4.3 Positions of the markers; 4.4 Positions and functions; 4.5 Textual markers: A feature of the highly advanced speaker?; 5. Summary of results and conclusion; Acknowledgements; References

Resume Appendix. Transcription conventions; La dislocation dans le francais oral d'apprenants suedophones; 1. Introduction; 2. Etudes anterieures sur la dislocation en francais L2; 3. Cadre theorique; 3.1 Dislocation et acquisition L2; 3.2 Formes et fonctions de la dislocation; 3.3 Emploi des dislocations et type de tache; 4. Methodologie et donnees; 4.1 Informateurs; 4.2 Taches et types de discours; 5. La dislocation dans les recits et les entretiens : analyse des donnees; 5.1 Questions de recherche et hypotheses; 5.2 Methode d'analyse; 5.3 Developpement de la dislocation en francais L2

5.3.1 Developpement formel 5.3.2 Developpement fonctionnel; 5.4 L'impact de la tache sur l'emploi des dislocations; 6. Discussion et conclusion; References; Abstract; Vocabulary aspects of advanced L2 French; 1. Introduction; 2. Background: Formulaic language and lexical richness in advanced L2 French; 2.1 L2 Formulaic language and the advanced L2 learner of French; 2.2 Lexical richness and the advanced L2 learner of French; 3. Formulaic language, lexical richness and correlations with other linguistic measures; 4. This study; 4.1 Participants and task; 4.2 Methods

4.2.1 Identification and classification of lexical formulaic sequences

Sommario/riassunto

It has been argued that the study of child L2 development can inform different maturational accounts of language acquisition. One such specific proposal was put forward by Meisel (2008), arguing for a cut-off point for monolingual or bilingual first language acquisition - (2)L1 - type of development at 3-4 years. The paper analyses the longitudinal development of object clitics in child L2 French (L1 Swedish) and compares the developmental sequence in child L2 learners (n=?7) with different Ages of onset of Acquisition (AoA) (from 3;0 to 6;5) to the adult L2 sequence that was found in previou

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