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Nota di contenuto	Frontmatter -- Acknowledgments -- Table of contents -- List of contributors -- Language acquisition and language teaching in the usage-based framework -- 1. Advances and lacunas in usage-based studies of first language acquisition -- 2. Applied cognitive linguistics and second/ foreign language varieties: Towards an explanatory account -- 3. Acquiring relational meaning from the situational context: What linguists can learn from analyzing videotaped interaction -- 4. Validity issues in longitudinal research -- 5. L1 acquisition beyond input frequency -- 6. Acquiring and processing morpheme constructions: The MultiRep Model -- 7. The development of Dutch object-naming constructions in bilingual Turkish-Dutch children receiving low amounts of Dutch language input -- 8. Acquisition order of connectives in stories of Dutch L1 and L2 children from 4 to 8 -- 9. Acquisition of additive connectives by Russian-German bilinguals: A usage-based approach -- 10. Development of chunks in Dutch L2 learners of English -- 11. Predictive power of controled productive knowledge of collocations over L2 proficiency -- 12. Comparing word sense distinctions with bilingual comparable corpora: A pilot study of adjectives in English and Spanish -- Index
Sommario/riassunto	Although usage-based approaches have been successfully applied to

the study of both first and second language acquisition, to monolingual and bilingual development, and to naturalistic and instructed settings, it is not common to consider these different kinds of acquisition in tandem. The present volume takes an integrative approach and shows that usage-based theories provide a much needed unified framework for the study of first, second and foreign language acquisition, in monolingual and bilingual contexts. The contributions target the acquisition of a wide range of linguistic phenomena and critically assess the applicability and explanatory power of the usage-based paradigm. The book also systematically examines a range of cognitive and linguistic factors involved in the process of language development and relates relevant findings to language teaching. Finally, this volume contributes to the assessment and refinement of empirical methods currently employed in usage-based acquisition research. This book is of interest to scholars of language acquisition, language pedagogy, developmental psychology, as well as Cognitive Linguistics and Construction Grammar.

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