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1. Introduction

Sommario/riassunto

Many studies in a variety of educational contexts show that learning curves are non-linear (e.g. Freedman, 1987 for the development of story telling skills in the first language, DeKeyser, 1997 for the acquisition of morphosyntactic rules of an artificial second language or Brooks and Meltzoff, 2007 for the development of vocabulary in two-year-old infants), but there is no agreement on the best non-linear model which may vary between different contexts. Although there are strong arguments, both on empirical and on theoretical grounds, that a power curve is appropriate in most educational sett
