

1. Record Nr.	UNINA9910822057303321
Titolo	Representational deficits in SLA : studies in honor of Roger Hawkins // edited by Neal Snape ... [et al.]
Pubbl/distr/stampa	Amsterdam ; ; Philadelphia, : John Benjamins Pub., c2009
ISBN	1-282-10484-5 9786612104848 90-272-8999-9
Edizione	[1st ed.]
Descrizione fisica	xxv, 250 p. : ill
Collana	Language acquisition and language disorders, , 0925-0123 ; ; v. 47
Altri autori (Persone)	SnapeNeal
Disciplina	418.0071
Soggetti	Generative grammar Grammar, Comparative and general - Syntax Second language acquisition
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Prosodic transfer and the representation of determiners in Turkish-English interlanguage / Heather Goad and Lydia White -- Exploring Mandarin Chinese speakers' L2 article use / Neal Snape -- Successful features: verb raising and adverbs in L2 acquisition under an organic grammar approach / Anne Vainikka and Martha Young-Scholten -- Non-permanent representational deficit and apparent target-likeness in second language: evidence from wh-words used as universal quantifiers in English and Japanese speakers' L2 Chinese / Boping Yuan -- Acquisition of the local binding characteristics of English reflexives and the obligatory status of English objects by Chinese-speaking learners / Lin Jiang -- Selective deficits at the syntax-discourse interface: evidence from the CEDEL2 corpus / Cristobal Lozano -- Clitic doubling and clitic left dislocation in Spanish and Greek L2 grammars / Teresa Parodi -- Aspect and the interpretation of motion verbs in L2 Greek / Ianthi Maria Tsimpli and Despina Papadopoulou -- Associating meaning to form in advanced L2 speakers: an investigation into the acquisition of the English present simple and present progressive / Sarah Ann Liszka.
Sommario/riassunto	This paper investigates the L2 acquisition of the distributional and

interpretational properties of the English present simple (e.g., She works at home) and present progressive (e.g., She is working at home). To test whether advanced L2 learners are successful in assigning target-like meanings to these forms, sixteen advanced L1 French-L2 English and thirteen L1 English informants participated in two oral tasks and a written gap-fill task. Results indicate that these L2 speakers use both forms productively, but show optionality in consistently producing the progressive in appropriate environments. The study considers a permanent L2 deficit arising from L1-L2 parametric differences as a potential source of difficulty in acquiring the target-like interpretations associated with the two forms.
