

Measuring L2 Proficiency Perspectives From Sla Second Language Acquisition

This book explores second language (L2) learning, teaching and assessment from a comprehensible input (CI) perspective. This focus on the role of input is important for deepening our understanding of interactions between the learner, teacher and the environment as well as of the nature of the learning, teaching and assessment processes. The book takes a blended approach that promotes the intertwining of theory, research and practice in L2 pedagogy and assessment and aims to address the commonly used concept of CI and its role in L2 education. Content includes a comprehensive discussion of the conceptual foundation of CI; a multimodal and dynamic interpretation of CI from numerous perspectives; a critical discussion of well-known L2 acquisition theories and research; a practical examination of the role of multimodal forms of CI in L2 pedagogy; an analytical review of factors to be considered when modifying CI for pedagogical purposes in different settings and an overview of CI in L2 assessment. It will be of interest to students in the fields of L2 learning, teaching and assessment, teachers in second/foreign language settings and researchers of SLA and teacher education.

A brief and accessible introduction to the concepts and techniques used in applied linguistics research, which will be illustrated using real-life examples. The book covers both qualitative and quantitative research design, sampling procedures, instrumentation and analyses found in applied linguistics research.

2017 saw the 25th conference for the European Association of Computer-Assisted Language Learning (EUROCALL). Every year, EUROCALL serves as a rich venue to share research, practice, new ideas, and to make new international friends – and this year was no different. It is an innovative and inspiring conference in which researchers and practitioners share their novel and insightful work on the use of technology in language learning and teaching. This volume of short papers captures the pioneering spirit of the conference and you will find here both inspiration and ideas for theory and practice.

Bilingualism Across the Lifespan explores the opportunities and challenges that are inherent in conducting cognitive research in an increasingly global and multilingual society. Divided into three sections, the book highlights the multifaceted and complex nature of bilingualism. The first section focuses on what every cognitive psychologist ought to know about bilingualism: the impact of bilingualism on cognition across the lifespan, the idea that bilinguals are not a special case, and the importance of bilingualism in cognitive research beyond language. The second section focuses on challenges inherent in bilingual research: diversity of bilingual experience, the assessment of proficiency, and finding matched comparison groups and materials. Finally, the book considers opportunities that are created when bilingualism

is incorporated into the cognitive research enterprise. It illustrates how researchers of bilingualism leverage theory, methodology, and findings from single-language research, incorporate uniquely bilingual processes or representations, and target populations of bilinguals that help to establish universal properties. Bringing together leading international contributors, the book provides the reader with a better understanding of the nature of bilingualism and bilingual research as it relates to human cognition. It will be an essential read for all researchers and upper-level students of bilingualism and cognitive psychology more generally.

Anglophone students abroad: Identity, social relationships and language learning presents the findings of a major study of British students of French and Spanish undertaking residence abroad. The new dataset presented here provides both quantitative and qualitative information on language learning, social networking and integration and identity development during residence abroad. The book tracks in detail the language development of participants and relates this systematically to individual participants' social and linguistic experiences and evolving relationship. It shows that language learning is increasingly dependent on students' own agency and skill and the negotiation of identity in multilingual and lingua franca environments.

The origins of learner corpus research go back to the late 1980s when large electronic collections of written or spoken data started to be collected from foreign/second language learners, with a view to advancing our understanding of the mechanisms of second language acquisition and developing tailor-made pedagogical tools. Engaging with the interdisciplinary nature of this fast-growing field, *The Cambridge Handbook of Learner Corpus Research* explores the diverse and extensive applications of learner corpora, with 27 chapters written by internationally renowned experts. This comprehensive work is a vital resource for students, teachers and researchers, offering fresh perspectives and a unique overview of the field. With representative studies in each chapter which provide an essential guide on how to conduct learner corpus research in a wide range of areas, this work is a cutting-edge account of learner corpus collection, annotation, methodology, theory, analysis and applications.

The Routledge Handbook of Second Language Acquisition and Corpora is a state-of-the-art collection of cutting-edge scholarship at the intersection of second language acquisition and learner corpus research. It draws on data-driven, statistical analysis to outline the background, methods, and outcomes of language learning, with a range of global experts providing detailed guidelines and findings. The volume is organized into five sections: Methodological and theoretical contributions to the study of learner language using corpora – setting the scene Key aspects in corpus design, annotation, and analysis for SLA Corpora in SLA theory and practice SLA constructs and corpora Future directions This is a ground-breaking collection of essays offering incisive and essential reading for anyone with an interest in second

language acquisition, learner corpus research, and applied linguistics.

The Routledge Handbook of Instructed Second Language Acquisition is the first collection of state-of-the-art papers pertaining to Instructed Second Language Acquisition (ISLA). Written by 45 world-renowned experts, the entries are full-length articles detailing pertinent issues with up-to-date references. Each chapter serves three purposes: (1) provide a review of current literature and discussions of cutting edge issues; (2) share the authors' understanding of, and approaches to, the issues; and (3) provide direct links between research and practice. In short, based on the chapters in this handbook, ISLA has attained a level of theoretical and methodological maturity that provides a solid foundation for future empirical and pedagogical discovery. This handbook is the ideal resource for researchers, graduate students, upper-level undergraduate students, teachers, and teacher-educators who are interested in second language learning and teaching. .

Heritage language (HL) education has as its primary aims to help learners regain, develop, or maintain their HL while gaining deeper understanding of their cultural heritage. The topic has gained traction in recent years, as the interest in bilingual education and the numbers of people speaking English as a second language have grown. Teachers play a vital role in advancing HL learning (HLL). This edited volume presents them with the knowledge and tools necessary to overcome common obstacles in HLL based on cutting-edge research. In twelve chapters, contributors address the various types of challenges faced in trying to transfer research findings into new teaching approaches and encourages teacher innovation. Part I reviews fundamental issues in curricular, teacher, and program development, while Part II addresses pedagogical strategies, techniques, and approaches. The book seeks to answer questions such as, What are the best ways to help HLL acquire language for use in professional settings? How should HL learners' skills be assessed? How should new HL programs be designed? How do we define HL learners? How do we prepare teachers to meet their needs? While many HLL books focus on Spanish, information on multiple languages is included in this book.

This book provides a one-volume overview of psychology's globalization, and will serve as a handbook for psychology professors around the globe wanting to internationalize and diversify their courses and curricula and seeking innovative ideas to enrich their teaching. Topics covered include practical tips to diversify specific courses, such as abnormal psychology, lifespan development, and psychotherapy, and innovative methods of assessment of student learning. Additionally, a number of chapters focus on describing the training of psychologists and the history and future of psychology education in various nations and regions. Co-edited by six distinguished, international academics, the thirty-three chapters represent each major geographic region around the world, with authors based in nations in Africa, Asia, Australia, Europe, Latin America, and North America. Instructors of cross cultural, cultural, and international psychology and of multicultural education will be especially interested in the book, as will program evaluators, policy makers, and university administrators.

This book offers a comprehensive and systematic review of multilingual L2 learners' spoken Chinese, focusing on the dual dimensions of speech competence and speech performance. Specifically, by adopting a mixed-methods approach, it explores the cognitive, affective, and socio-cultural differences between intermediate and advanced multilingual learners' L2 Chinese speech competence and speech performance. Drawing on a theoretical framework underpinned by the affective filter hypothesis, L2 willingness to communicate model, L2

motivational self-system, and L2 speech production models, this book not only contributes to our theoretical understanding of the roles of various factors in L2 Chinese speech competence and speech performance, but also offers practical insights into the implications for both teachers and learners in terms of how to minimize the gap between these two dimensions among L2 Chinese learners. It concludes with a discussion on the limitations of L2 Chinese speech and on future directions for the field.

This manual contains overviews on language acquisition and distinguishes between first- and second-language acquisition. It also deals with Romance languages as foreign languages in the world and with language acquisition in some countries of the Romance-speaking world. This reference work will be helpful for researchers, students, and teachers interested in language acquisition in general and in Romance languages in particular.

This Special Issue includes fifteen original state-of-the-art research articles from leading scholars that examine cross-linguistic influence in bilingual speech. These experimental studies contribute to the growing number of studies on multilingual phonetics and phonology by introducing novel empirical data collection techniques, sophisticated methodologies, and acoustic analyses, while also presenting findings that provide robust theoretical implications to a variety of subfields, such as L2 acquisition, L3 acquisition, laboratory phonology, acoustic phonetics, psycholinguistics, sociophonetics, bilingualism, and language contact. These studies in this book further elucidate the nature of phonetic interactions in the context of bilingualism and multilingualism and outline future directions in multilingual phonetics and phonology research.

Crosslinguistic Influence and Second Language Learning provides a comprehensive overview of what is currently known about prior language knowledge and experience in second language learning. Three bodies of research are critically reviewed to achieve this goal: (i) theories of language learning that attribute critical roles to prior experience in explaining second language development, (ii) empirical studies of second language learning that have investigated roles for crosslinguistic influence, and (iii) instructional studies that have supported second language learning by addressing the negative effects of crosslinguistic influence. Using this foundation, new research directions and theorization in the field of second language acquisition are proposed. This book will serve as an excellent resource for students and scholars with interests in (instructed) second language learning, applied linguistics, cognitive psychology, psycholinguistics, and language education.

Measuring L2 Proficiency Perspectives from SLA Multilingual Matters

The aim of this volume is to highlight the benefits and potential of using learner corpora for the testing and assessment of L2 proficiency in both speaking and writing, reflecting the growing importance of learner corpora in applied linguistics and second language acquisition research. Identifying several desiderata for future research and practice, the volume presents a selection of original studies, covering a variety of different languages. It features studies that present very thoroughly compiled new corpus resources which are tailor-made and ready for analysis in LTA, new tools for the automatic assessment of proficiency levels, and new methods of (self-)assessment with the help of learner corpora. Other studies suggest innovative research methodologies of how proficiency can be operationalized through learner corpus data. The volume is of particular interest to researchers in (applied) corpus linguistics, learner corpus research, language testing and assessment, as well as for materials developers and language teachers.

Heritage languages, such as the Turkish varieties spoken in Berlin or the Spanish used in Los Angeles, are non-dominant languages, often with little prestige. Their speakers also speak the dominant language of the country they live in. Often heritage languages undergo changes due to their special status. They have received a lot of scholarly attention and provide a link between academic concerns and educational

issues. This book takes a language contact perspective: we consider heritage languages from the perspective of their history, their structural properties, and their interaction with other surrounding languages.

Situated at the interface between study abroad and second language acquisition research, this book adopts a threefold thematic focus to study abroad and the language learner, investigating learner beliefs about study abroad, learner experiences of study abroad in relation to a range of individual, cultural and social factors, and the nature of learner development while abroad at an intercultural, personal and linguistic level. Chapters present studies of learners in different geographical contexts, with different first and second language combinations. The studies draw on different methodologies, incorporating quantitative, qualitative and mixed-method approaches. Presenting findings with implications for learner preparation, expectations and support during study abroad, and highlighting developmental issues within second language acquisition, *Study Abroad and the Second Language Learner* will be of interest to all study abroad and second language acquisition researchers, as well as programme organisers, language instructors and other stake holders.

This is the first collection of research studies to explore the potential for mixed methods to shed light on foreign or second language learning by young learners in instructed contexts. It brings together recent studies undertaken in Cameroon, China, Croatia, Ethiopia, France, Germany, Italy, Kenya, Mexico, Slovenia, Spain, Sweden, Tanzania and the UK. Themes include English as an additional language, English as a second or foreign language, French as a modern foreign language, medium of instruction controversies and content and language integrated learning (CLIL). The volume reviews the choice of research methodologies for early language learning research in schools with a particular focus on mixed methods and proposes that in the multidisciplinary context of early language learning this paradigm allows for a more comprehensive understanding of the evidence than other approaches might provide. The collection will be of interest to in-service and trainee teachers of young language learners, graduate students in the field of TESOL and early language learning, teacher educators, researchers and policymakers.

This book provides readers with a unique array of scholarly reflections on the writing systems of Chinese, Japanese, and Korean in relation to reading processes and data-driven interpretations of cross-language transfer. Distinctively broad in scope, topics addressed in this volume include word reading with respect to orthographic, phonological, morphological, and semantic processing as well as cross-linguistic influences on reading in English as a second language or a foreign language. Given that the three focal scripts have unique orthographic features not found in other languages – Chinese as logography, Japanese with multi-scripts, and Korean as non-Roman alphasyllabary – chapters expound script-universal and script-specific reading processes. As a means of scaling up the body of knowledge traditionally focused on Anglocentric reading research, the scientific accounts articulated in this volume importantly expand the field's current theoretical frameworks of word processing to theory building with regard to these three languages.

This book analyzes the construct of advanced proficiency in second language learning by bringing together empirical research from numerous linguistic domains and methodological traditions. Focusing on the dynamic nature of language use, the volume explores diverse manifestations of high-level second language Spanish, including performance on standardized proficiency assessments, acquisition of late-acquired linguistic structures, sophisticated language use in context, and individual differences. Chapters relate empirical findings to current definitions of advancedness, challenging scholars and practitioners to re-consider existing conceptualizations, and propose possible directions for future research and teaching with second language speakers of Spanish. By addressing larger issues in the field of second language learning, the volume is a valuable reference for language teachers, scholars, professionals and students with an interest in second

language acquisition generally, and second language Spanish, more specifically.

The aim of this book is to present a comprehensive picture of the current state of Spanish learner corpus research (SLCR), which makes it unique, since no other monograph has focused on collecting research dealing with learner corpora of any language other than English. In addition to an introductory appraisal of current SLCR, as well as a wake-up call reminding us that learner corpus design still needs to be improved, this volume features a selection of original studies ranging from general issues concerning learner corpora compilation to more specific aspects such as phonetic, lexical, grammatical and pragmatic features of the interlanguage of learners of Spanish, as reflected in corpus data. This volume will undoubtedly be of significant interest to researchers involved in corpus linguistics, second language acquisition research, as well as to professionals in the field of Spanish as a second language, including teachers, and creators and publishers of teaching materials.

This book provides a forum for methodological discussions emanating from researchers engaged in studying how individuals acquire an additional language. Whereas publications in the field of second language acquisition generally report on empirical studies with relatively little space dedicated to questions of method, the current book gave authors the opportunity to more fully develop a discussion piece around a methodological issue in connection with the interpretation of language-learning data. The result is a set of seven thought-provoking contributions from researchers with diverse interests. Three main topics are addressed in these chapters: the role of native-speaker norms in second-language analyses, the impact of epistemological stance on experimental design and/or data interpretation, and the challenges of transcription and annotation of language-learning data, with a focus on data ambiguity. Authors expand on these crucial issues, reflect on best practices, and provide in many instances concrete examples of the impact they have on data interpretation.

This volume explores several recurring topics in Romance phonetics and phonology, with a special focus on the segment, syllable, word, and phrase levels of analysis. An international team of experts and junior researchers present research that ranges from the low-level mechanical processes involved in speech production and perception to high-level representation and computation, based on data from across the Romance language family, including from varieties that are less widely studied. The book is divided into five parts. In the first, chapters present acoustic studies, examining topics such as Italian anaphonesis and voiceless fricative sibilants in Galician, while chapters in part two turn to articulatory studies of features including three-consonant onsets in Romanian and rhotic variation in Tuscan Italian. The focus of the third part is perception, and includes studies of perceived phrasing in French and perceptual cues for individual voice quality, while part four examines phonological issues such as Galician mid-vowel reduction and sibilant voicing in Spanish. Chapters in the final part of the volume look at the effects of production and perception on issues in language acquisition. The book draws on a range of experimental and methodological approaches and will be of interest not only to scholars of Romance linguistics but also to all those working in phonetics and phonology from graduate level upwards.

This book is an innovative contribution to contact linguistics as it presents a rarely studied but sizeable diaspora language community in contact with five languages – English, German, Italian, Norwegian and Spanish – across four continents.

Foregrounded by diachronic descriptions of heritage Croatian in long-standing minority communities the book presents synchronically based studies of the speech of different generations of diaspora speakers. Croatian offers excellent scope as a base language to examine how lexical and morpho-structural innovations occur in a highly inflective Slavic language where

external influence from Germanic and Romance languages appears evident. The possibility of internal factors is also addressed and interpretive models of language change are drawn on. With a foreword by Sarah Thomason, University of Michigan While the literature on second language acquisition and use is overwhelmingly rich with respect to initial and intermediate stages of development, present knowledge of levels of ultimate attainment that are equal or close to that of native speakers has so far not been presented in a coherent manner. This is what the present volume aims to achieve. In addition to chapters that summarize what is currently known about the grammatical, lexical, and discourse features that continue to exhibit instability at the most advanced levels of second language development, the volume presents overviews of the incipient research on two unique learner populations, polyglots and employees in international call centres. Polyglots, defined as language users who are proficient in six or more second languages, may be considered second language learners par excellence. Call centre employees in economically less developed parts of the world are intriguing in how they cope with the high language proficiency requirements of their job. In conclusion, this book is relevant for all readers - both professionals and students - interested in the development of second language theory. For language teachers, the book provides insights that are profitable in classrooms for advanced learners. This book fills an existing gap in the field of third language acquisition (L3A) by bringing together theoretical, empirical, and practical accounts that contribute to informed teaching practices in multilingual classrooms. The volume is organised into three sections that focus on prominent syntactic transfer models in the field of L3A and together provide insights into the interplay of the influences of prior languages in L3 syntax and how we can enrich the practical field of instructed L3 acquisition. Part I includes original papers dealing with new developments of existing theoretical models on syntactic transfer in L3A and Part II consists of empirical studies testing existing models from different perspectives (formal, lexico-functional, and neurocognitive). Following these two sections, Part III discusses how theory can inform practices for L3 learning and teaching. This concise compilation brings to light innovations, not only in terms of theoretical refinements and practical implementations, but also in offering an impressive range of language combinations. This book is intended to act as a unique resource for scholars, applied linguists, language educators, both novices and experts alike, in and beyond the field of L3A.

A comprehensive, current review of the research and approaches to advanced proficiency in second language acquisition The Handbook of Advanced Proficiency in Second Language Acquisition offers an overview of the most recent and scientific-based research concerning higher proficiency in second language acquisition (SLA). With contributions from an international team of experts in the field, the Handbook presents several theoretical approaches to SLA and offers an examination of advanced proficiency from the viewpoint of various contexts and dimensions of second language performance. The authors also review linguistic phenomena among advanced learners through the lens of phonology and grammar development. Comprehensive in scope, this book provides an overview of advanced proficiency grounded in socially-relevant domains of second language acquisition including discourse, reading, genre-based writing, and pragmatic competence. The authoritative volume brings together the theoretical accounts of advanced language use combined with solid empirical research. Includes contributions from

an international collection of noted scholars in the field of second language acquisition Offers a variety of theoretical approaches to SLA Contains information on the most recent empirical research that contributes to an understanding of SLA Describes performance phenomena according to multiple approaches to SLA Written for scholars, students and linguists, The Handbook of Advanced Proficiency in Second Language Acquisition is a comprehensive text that offers the most recent developments in the study of advanced proficiency in the acquisition of a second language.

This volume brings together concrete ideas on identifying and measuring second language (L2) proficiency from different branches of SLA. The chapters introduce a range of tools for the evaluation of learners' language level with respect to both productive and receptive skills and provide a variety of answers to the question of how to assess L2 proficiency in a valid, reliable and practical manner.

Second language acquisition has rapidly grown as a field over the past decade, as our knowledge of the ways in which children and adults learn and use a second language has become crucial for effective language teaching. In addition to this important 'applied' function, research into second language acquisition has also informed the fields of linguistics and psychology in general, as it has shed light on the differences between native and non-native models of human language and cognition. The focus of this accessible new book is second language speech - that is, how speakers perceive, process, understand and pronounce the sounds of a second language. Each chapter includes review questions, and most chapters include 'tutorial' and 'lab' sections with practical exercises based on the University of Toronto Romance Phonetics Database (available online for free). The book also has a companion website, containing illustrated answers to the exercises, scripts for running acoustic analyses and useful weblinks. In this volume, language learning and professionalization are explored by addressing the existing gap between pressing needs for enhanced soft skills in work environments wherein technology-mediated, multilingual communication is increasingly the norm, and current foreign language teaching and learning offerings in higher education. Considering theoretical, methodological, and pedagogical perspectives for preparing language learners and teachers in/for the 21st century, this volume's eight chapters underscore that research findings should inform the design of learning experiences so that people's communication needs in fast-changing work environments are met and the link between language education and professionalization, within a lifelong learning perspective, is sustained.

This book brings together theoretical and empirical approaches to second language (L2) fluency and provides a state-of-the-art overview of current research on the topic. The strength of the volume lies in its interdisciplinarity: the chapters approach fluency from non-traditional starting points and go beyond disciplinary boundaries in their contributions. The volume includes chapters investigating fluency from an L2 perspective and integrates perspectives from related fields, such as psycholinguistics, sign language studies and L2 assessment. The book extends the common foci and approaches of fluency studies and offers new perspectives that enable readers to evaluate critically existing paradigms and models. This encourages the development of more comprehensive frameworks and directs future L2 fluency research into new areas of L2 learning and use.

This volume brings together contributions from the Klagenfurt Conference of Corpus-Based Applied Linguistics (CALK14), in order to extend corpus linguistic research in different areas of applied linguistics. The studies gathered here explore the opportunities that both spoken and written corpora offer for answering questions in different domains of applied linguistics such as second language learning, language testing, comparative linguistics, learner pragmatics and specialised discourses. At the same time, the contributions also give insight into possible limitations and further challenges of corpus-based research in these areas.

This Handbook, with 45 chapters written by the world's leading scholars in second language acquisition (SLA) and language testing, dives into the important interface between SLA and language testing: shared ground where researchers seek to measure second language performance to better understand how people learn their second languages. The Handbook also reviews how to best measure and evaluate the second language (L2) learners' personal characteristics, backgrounds, and learning contexts to better understand their L2 learning trajectories. Taking a transdisciplinary approach to research, the book builds upon recent theorizing and measurement principles from the fields of applied linguistics, cognitive science, psychology, psycholinguistics, psychometrics, educational measurement, and social psychology. The Handbook is divided into six key sections: (1) Assessment concepts for SLA researchers, (2) Building instruments for SLA research, (3) Measuring individual differences, (4) Measuring language development, (5) Testing specific populations, and (6) Measurement principles for SLA researchers.

Multilingualism, including bilingualism, has become internationally important today because of the increasing interdependence between countries, regions and continents, and because of increasing concern with preserving linguistic and cultural diversity. This book is a comprehensive introduction to research on multilingualism. Although psychological aspects predominate, it provides a multidisciplinary perspective on the individual and societal consequences of multilingualism, bringing together insights from linguistics, pedagogy, cognitive neuroscience, sociolinguistics and psycholinguistics. The book underlines the normality of speaking and using more than one language, and serves to dispel many myths and fears in this regard. Besides theoretical issues, it also provides recommendations on how to promote multilingualism in children from a dominant language group, and how to maintain all languages of students from ethnic communities by means of education.

This singular new textbook is both an introduction to the major theories of second language acquisition and a practical proposal for their application to language learning courses. It explains and evaluates these theories, and focuses on recent research that has enriched thinking about the best ways to facilitate communicative effectiveness in an L2. It then suggests practical applications regarding language planning, curriculum development, pedagogy, materials development, teacher development, and assessment, establishing a tangible connection between theory and practice. Unlike many SLA books which are narrowly focused on the acquisition of language, it explores the roles of factors such as pragmatics, para-linguistic signals, gesture, semiotics, multi-modality, embodied language, and brain activity in L2 communication. SLA Applied connects research-based theories to the authors' and students' real-life experiences in the classroom, and stimulates reflection and creativity through the inclusion of Readers' Tasks in every chapter. This engaging and relevant text is suitable for students in Applied Linguistics or TESOL courses, trainee teachers, researchers, and practitioners.

Teachability and Learnability across Languages addresses key issues in second, foreign and heritage language acquisition, as well as in language teaching. Focusing on a Processability Theory perspective, it brings together empirical studies of language acquisition, language teaching, and language assessment. For the first time, a research timeline for the role of instruction in language learning is presented,

showing how the field of second language acquisition (SLA) research has developed over the last four decades since Pienemann's work on learnability and syllabus construction over the 1980s. The book includes studies of child and adult second as well as foreign language acquisition research, covering a wide range of target languages including English, German, Hungarian, Japanese, Norwegian, Polish, Spanish, Swedish, and Turkish. In addition, future extensions of PT are discussed. This volume is designed for advanced students in international programs of SLA and Applied Linguistics as well as for SLA researchers and second and foreign language teachers. Situated within the long-established domain of temporality research in Second Language Acquisition, this book aims to provide an update on recent research directions in the field through a range of papers which explore relatively new territory. Those areas include the expression of modality and counterfactuality, the effect of first language transfer, aspectuo-temporal comprehension, aspectuo-temporal marking at a wider discursive level, and methodological issues in the study of the acquisition of aspect. The studies presented explore English and French as second languages, involving both child and adult learners from a range of first language backgrounds in both instructed and naturalistic learning contexts. The studies draw on both spoken and written data which explore various facets of the learners' second language comprehension and production. The volume offers new, but complementary insights to previous research, as well as pointing to directions for future research in this burgeoning field of study.

[Copyright: f8e2601d5f41c8eb5d5bf6519f972892](https://doi.org/10.1017/9781017000000)