

High-Level Language Proficiency in Second Language and Multilingual Contexts

The issue of high-level language proficiency in other than monolingual contexts can be approached from a variety of perspectives, including linguistic/structural, psycholinguistic/cognitive and sociolinguistic/societal. Bringing together a team of experts, this volume takes a novel empirical approach to the subject combined with an up-to-date understanding of these research areas, to answer two important research questions in the field of second language acquisition: what conditions allow learners to attain an outstanding level of proficiency in a second language, and what factors still prevent them from becoming entirely like first language speakers? Looking at a range of European languages, including English, French, Italian, Spanish and Swedish, it provides important insights into second language use at the highest levels as well as in high-proficiency mixed language use in multicultural settings. A useful tool for both language teaching and language teacher training, it provides a solid grounding for further study in this important area of research.

KENNETH HYLTENSTAM is Professor of Bilingualism at Stockholm University. He has published extensively in the area of second language acquisition, but his research also covers other topics within the area of bilingualism, including dementia, language policy, language maintenance and shift with respect to minority languages and also language and education issues.

INGE BARTSING is Professor of French at Stockholm University. Her main interest is French second language acquisition, including the developmental stages, advanced learners, near-native use in morphosyntax, cultural migrants and sociolinguistic variation.

LARS FANT is Professor of Romance Languages at Stockholm University. His research fields are interaction and discourse linguistics, semantics, pragmatics, intercultural communication and high-level second language use, each field with particular focus on the Spanish language.

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Edited by

Kenneth Hyltenstam

Stockholm University

Inge Bartning

Stockholm University

Lars Fant

Stockholm University



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Contributors

- NICLAS ABRAHAMSSON Centre for Research on Bilingualism, Stockholm University
- CAMILLA BARDEL Department of Language Education, Stockholm University
- INGE BARTNING Department of Romance Studies and Classics, Stockholm University
- ELLEN BIJVOET Department of Scandinavian Languages, Uppsala University
- EMANUEL BYLUND Centre for Research on Bilingualism, Stockholm University and Department of General Linguistics, Stellenbosch University, Cape Town
- BRITT ERMAN Department of English, Stockholm University
- LARS FANT Department of Romance Studies and Classics, Stockholm University
- FANNY FORSBERG LUNDELL Department of Romance Studies and Classics, Stockholm University
- KARI FRAURUD Centre for Research on Bilingualism, Stockholm University
- ANNA GUDMUNDSON Department of Romance Studies and Classics, Stockholm University
- KENNETH HYLTENSTAM Centre for Research on Bilingualism, Stockholm University
- MARGARETA LEWIS Department of English, Stockholm University
- ALAN MCMILLION Department of English, Stockholm University
- PHILIP SHAW Department of English, Stockholm University and Department of Languages, Linnaeus University at Växjö, Sweden

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