

Index

- academic reading, 152–153, 162
- acquisitional sequences, 4, 58, *see also*
 - developmental sequences,
 - developmental stages
- acquisitional stages (Bartning & Schlyter 2004), 57, 67
 - high advanced stage, 58, 67
 - initial stage, 58
 - intermediate advanced stage, 58, 67
 - intermediate stage, 58
 - low advanced stage, 58, 67
 - post-initial stage, 58
- adjectival agreement, 54
- advanced L2 acquisition, 50
- age of onset (AO), 3, 8, 18, 51
- anaphoric link
 - strong vs. weak, 77
- aptitude, 34, 37–38, 112, 113, 115, 171, 173, 174–175
- aptitude batteries, 37, 174
- argumentation
 - factual vs. emotive, 86
- argumentation patterns, 85–86
- argumentation strategies, 83
- argumentative markers, 74, 81
- Asperger Syndrome (AS), 175
- attention claimers, 82
- attitudes, 90, 204, *see also* language attitudes
- autism spectrum disorder (ASD), 175
- automatized processing, 148, 152

- Basic Language Cognition Theory, 6
- bilingualism effects, 3, 32, 33, 40–41
- biology students, 156
- brain plasticity, 31

- chunking, 97
- cognates, 92, 101, 111, 123, 131–132, 138
- collocational knowledge, 109
- collocations, 4, 97, 101, 103, 111, 137
- Common European Framework of Reference (CEFR), 177

- communicative disadvantage, 146
- communicative effectiveness, 146
- communicative situation, 104
- compensatory strategies, 152
- complex syntax, 64
- connectives, 74
- consensus-seeking, 90
- constructions of ‘good Swedish’, 212
- contemporary urban contexts, 196
- context-dependent method, 100
- conversational routines, 106
- C-Oral-Rom corpus, 125
- Corpaix corpus, 125
- creators of artificial languages, 173
- critical period, 3, 16, 20, 22, 138
- Critical Period Hypothesis (CPH), 16–17, 25, 29, 51
- cross-cultural differences, 85
- C-test, 109
- cultural migrants, 2, 53, 99

- D measure, 125
- declarative memory, 36, 41
- deference vs. solidarity strategies, 90
- developmental continuum, 52
- developmental paths, 91
- developmental sequences, 50, *see also*
 - acquisitional sequences
- developmental stages, 52, 83, 126, *see also*
 - acquisitional stages
- difficulty
 - in relation to frequency, 122
- directness, 86
- discontinuity, 20
- discourse markers, 74
- dual system approach, 32, 36

- electroencephalography (EEG), 41
- empathizing, 176
- Empathizing/Systemizing Theory, 176
- English as a lingua franca (ELF), 146
- English-medium instruction, 146, 152

Index

227

- event-related potentials (ERPs), 41
- evidential expressions, 75
- explicit knowledge, 37, 41, 66, 191
- explicit learning, 37, 41, 43
- explicit learning strategies, 186, 190
- explicitness, 86, 88
- exposure to print, 152–153, 163
- Extreme Male Brain Theory of Autism, 176
- feedback, 89
- fill-in-the gap-test, 103
- fluency, 55, 56–57, 89
- folk linguistics, 203
- formulaic language, 4, 61, 96, 98, 112, 114
- formulaic language knowledge, 109
- formulaic sequences, 55
 - lexical, 56
- fragile contexts, 65
- fragile zones, 80
- frequency, 122
- frequency bands, 122
- frequency effects, 66
- frequency of language use, 34
- Fundamental Difference Hypothesis, 36
- gender agreement, 54
- gender attribution, 63
- general cognitive functioning, 173
- Geschwind and Galaburda's theory of cerebral lateralization, 172
- grammaticality judgment test (GJT), 19
- grammaticalization, 78
- grit, 177
- head act, 84–85
- heritage language acquisition, 24
- hesitation markers, 82
- higher-level processes, 148
- high-level proficiency, 1, 3, 25, 50
- highly proficient L2 user stage, 59
- hyperpolyglot, 170
- idiom principle, 97
- idiomaticity, 18, 73, 98
- implicit knowledge, 36, 41, 66, 191
- impression management, 90
- incomplete acquisition, 25
- increment sequences, 85, 89
- individual factors, 112
- inferencing, 148, 153
- inferential markers, 82
- information structure, 56
- intensifiers, 75, 82, 90
- intensifying function, 82
- interaction management, 74–75, 81
- interaction management markers, 74
- interface, 4
- InterFra corpus, 52, 125
- InterIta corpus, 126
- interlanguage, 54, 65, 135, 197, 199, 201
- interlanguage variation, 199
- international adoptees, 35
- L1 attrition, 24, 38
- L1 entrenchment, 32
- L1 readers, 147
- L1 remnants, 35
- language accumulators, 172
- language attitudes, 204
- language awareness, 174, 175, 190, 203
- language collectors, 172
- language loss, 24, 35
- language variation
 - interlanguage variation, 199
 - migration-related variation, 199
 - social constructions of variation, 198
 - sociolinguistic variation, 199
 - type 1 variation, 197
 - type 2 variation, 197
- learner autonomy, 173
- left dislocated structures, 56
- leisure reading, 153
- length of residence (LOR), 19, 53, 109, 115
- Lenneberg, Eric, 16
- lexical complexity, 120, 121, 123
 - measure of, 120
- lexical correlate, 101
- lexical diversity, 120, 121
- Lexical Frequency Profile, 57
- Lexical Oral Production Profiler (LOPP), 57, 124
- lexical originality, 120, 121
- lexical priming, 97
- lexical richness, 121
- lexical sophistication, 55, 57, 98, 121, 122, 128, 131, 134, 137, 138
- LexTutor program, 124
- linguistic form, 173
- LIP corpus, 125
- listener test, 58, 137
- literacy skills, 146–147
- Llama Language Aptitude Tests (LLAMA), 179
- long-residency L2 users, 2, 96
- low-frequency words, 57, 122
- matched guise methodology, 205
- Mathew effect, 147
- maturational constraints, 3, 17, 25, 138
- mean length of run, 57

228 Index

- meta-discursive markers, 74
- meta-discursive uses, 79
- minimal responses, 82, 89
- mitigating function, 76, 82
- mitigators, 75, 84, 90
- modalizing function, 74
- Modern Language Aptitude Test (MLAT), 174
- morphosyntactic accuracy, 50–51
- morphosyntactic categories, 54–55
- motivation, 176, 192
 - choice motivation, 177
 - executive motivation, 177
 - motivational retrospection, 177
- Multicultural Personality Questionnaire (MPQ), 112
- Multi-Task Corpus, 73, 99
 - Boss task. *See also* Role play task *and* Online retelling task
- multiword structures (MWSs), 96
 - clausal MWSs, 101
 - cognate MWSs, 111
 - discursive MWSs, 102
 - grammatical MWSs, 102
 - lexical MWSs, 101
 - phrasal cognate MWSs, 111, 115
 - phrasal MWSs, 114
 - procedural MWSs, 101
- native speakers, 3, 7–9
 - native speaker controls, 7
 - native speaker range, 9
 - native vs. non-native speakers, 4–9, 66
- nativelike selection, 140
- nativeness, 25, 26, 30, 31, 34, 51–52, 120, 140
 - across the board, 9
 - perceived, 19, 55, 58, 139, 219
 - scrutinized, 20
 - self-assessed, 19
- near-native proficiency, 32, 37
- near-native speakers, 1, 8, 29, 30, 51, 62, 75, 76, 79, 83, 90, 96
- near-native stage, 59, 65
- near-nativeness, 40
- negative politeness, 88
- Nelson-Denny test, 154
- non-native speakers, 3, 5, 97, 98, 107, 111, 114, 115, 137
- non-nativeness, 28
- non-perceivable non-nativeness, 22, 28
- norm, 212
- Online retelling task, 99–100
- oral data, 124
- own-communication management, 81
- own-speech management markers, 74
- pass-as-a-native test, 62
- perception of detail, 173
- perception of language variation, 204
- perception test, 58
- personality test, 112
- polyglot, 170, 177
- polyglotism, 190
- Popperian falsification, 26
- power distance, 90
- pragmalinguistic resources, 108
- pragmatic acts, 73
 - disclaiming pragmatic acts, 90
- pragmatic alignment, 83
- pragmatic fossilization, 80
- pragmatic markers, 74–75
 - argumentative markers, 74
 - interaction management markers, 74
 - meta-discursive markers, 74
 - multiword pragmatic markers, 76, 102
 - own-speech management markers, 74
- pragmatic uses, 79
- pragmaticalization, 78, 79, 91
- preambles, 56
- preparatory moves, 88
- procedural memory, 37, 40
- productive collocation knowledge, 103
- proficiency levels, 1
 - advanced, 3
 - high-level, 1
 - near-native, 4, 5
- propositional uses, 79
- proximity vs. distance, 89
- qualifiers, 101
- reaction time, 155, 158, 161
- readers
 - L1 vs. L2, 150–151
- reading efficiency, 154, 163
- reading fluency, 148, 152
 - silent reading fluency, 160
- reading proficiency, 147, 151
- reading rate, 147, 149
- reading skills, 147, 163
- reading speed, 148
- reading strategies, 164
- receptive deep knowledge test, 109
- recreational reading, 147
- regression analysis, 63
- repair markers, 82
- request acts, 84

Index

229

- requests, 83, 86, 114
 - request-supportive moves, 84, 87
- restricted exchangeability, 101
- role play, 77, 83
- Role play task, 99–100, 108
- Role play task vs. Online retelling task, 105, 106, 107, 111, 114, 130, 139
- scalar uses, 79
- screening, 27
- second language corpora, 4
 - InterFra corpus, 52, 125
 - InterIta corpus, 126
 - Multi-Task Corpus, 73, 99
- self-assessment, 23, 178
- self-presentation interview, 77, 81
- semantic bleaching, 78
- sentence periphery, 78
- sentence verification task, 149, 155
- silent morphology, 55
- simplification patterns, 54
- simplified base forms, 65
- situation-bound utterances, 84, 101
- social dialects, 199
- socio-cultural alignment, 73, 89
- socio-cultural competence, 86
- socio-cultural distance, 87
- socio-cultural preferences, 90
- socio-cultural proximity, 92
- socio-cultural transfer, 88
- sociolinguistic awareness, 203
- speech acts, 104
- speech rate, 57
- speech-planning sequences, 82
- stabilization, 33, 76, 92
- strategic essentialism, 199
- subjectification, 78
- subject-verb agreement, 54
- suburban slang, 199
- suburban Swedish, 199
- Swansea Language Aptitude Test (LAT), 38, 180
- syntactic detachment, 80
- syntactic isolation, 78
- system, 175
- systemizing, 176
- systemizing abilities, 175
- target language (TL), 196, 197
- targetlike competence, 74
- task-based differences, 139
- teachers' judgment task, 131
- tense, mood, aspect (TMA), 54
- textbook reading, 152
- thematic words, 132
- transfer, 137
 - L1 transfer, 73, 80, 83, 91
 - positive transfer, 92
 - socio-cultural transfer, 88
 - transfer of skills, 147, 155
- ultimate attainment (UA), 3, 18
- unique words
 - proportion of, 136
- waffling, 89
- Verbal Efficiency Theory, 154
- vocabulary size, 148, 164, 166
- vocabulary threshold, 148, 163
- VocD program, 125
- voice onset time (VOT), 19
- working memory, 165, 175
- written data, 124
- youth varieties, 4, 200