

***I-LanD Journal – Identity, Language and Diversity***  
*International Peer-Reviewed Journal*

**Call for papers for the special issue (1/2022)**

***The role of language typology on L2 acquisition and learning***

This special issue of the *I-LanD Journal* will focus on the role of language typology on L2 acquisition and learning. It will be edited by Simona ANASTASIO (UMR 7023 SFL CNRS & University of Lille, France) and Patrizia GIULIANO (University of Naples 'Federico II', Italy).

**Submission of abstracts**

Authors wishing to contribute to this issue are invited to send an extended abstract of their proposed article ranging between 600 and 1.000 words (excluding references) in MS Word format to the two editors by May 3, 2022. Proposals should not contain the authors' name and academic/professional affiliation and should be accompanied by an email including such personal information and sent to: [simona.anastasio@univ-lille.fr](mailto:simona.anastasio@univ-lille.fr) and [giuliano@unina.it](mailto:giuliano@unina.it). Please put as subject line "I-LanD Special Issue 1/2022 – abstract submission", and include the Journal e-mail address – [ilandjournal@unior.it](mailto:ilandjournal@unior.it) – by using the Cc option.

In order to meet the editorial process, the most important dates to remember are as follows:

- Submission of abstracts: **by May 3, 2022**.
- Notification of acceptance/rejection: **by May 16, 2022**.
- Submission of chapters: **by September 27, 2022**.

**Description**

Research on typological variation across languages has been conducted for decades and important advances have been made in the domain. For instance, it is well known that Germanic vs Romance native speakers differ in the ways they conceptualize and verbalize events (e.g., aspect, time, motion, modality, perspective) both at the sentence level (von Steutterheim 2003) and at discourse level (Klein & von Steutterheim 2002; Carroll & Lambert 2006) and this is partly due to the typological properties of languages. Restructuring these patterns in the process of acquisition of another language with a different set of patterns is known to be very difficult (e.g., Cadierno & Ruiz 2006 for motion; von Steutterheim 2003 for ongoingness vs boundness; Giuliano & Anastasio 2021a for time and aspect; Giuliano & Anastasio 2021b for subordination). In spite of the evident role of inter-typological contrasts during the process of second language acquisition (in terms of cross-linguistic influence, see Sharwood Smith & Kellerman 1986; Odlin 1989, 2003, 2005; Jarvis & Pavlenko 2010),

there is little research which focuses on the impact of intra-typological variation, i.e. typological differences or similarities between languages of the same type (except for Ibarretxe-Antuñano 2009, 2015; Anastasio 2018, 2019, 2021). Additionally, the impact of language typology is still far from being fully understood for several reasons: a) native speakers' preferences go beyond the clear-cut typological classification when encoding the intended message; b) most studies look at learners with an L1/L2 combination of languages belonging to different genetic and typological families and very few consider the impact of the L1 when the learners' languages in contact are typologically close (however, see Benazzo & Andorno 2017; Anastasio 2019, 2021, Hijazo-Gascón 2021) and can, however, lack equivalent form-function categories.

This special issue aims to bring together recent empirical research on (intra)typological contrasts and their role on language acquisition and learning. Articles are encouraged to primarily present empirical studies relying on original data, involving linguistic and non-linguistic tasks. Studies on learners at all stages of learning, from low to high proficiency levels, especially with typologically close L1-L2 combinations, and in different learning contexts, are strongly encouraged. Additionally, research that explores morphological, syntactic and lexical differences between languages and their possible consequences for framing events are particularly welcome.

The special issue will provide for a timely update within the research field of typology and language acquisition and learning by building on and complementing previous literature on the subject.

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