



A Dynamic Network Approach to Second Language Acquisition and Teaching

Linda Gerisch

In this project, I am investigating second language acquisition in the light of usage-based construction grammar (cf. Ellis and Cadierno 2009, Goldberg 2003, Goldberg et al. 2004). My main goal is to bring linguistic theory and classroom approaches closer together (cf. Llopis-García 2010) and to use insights from cognitive linguistics and learner corpora for both the explicit and the implicit teaching of grammatical structures. I am building on previous research in first and second language acquisition, as well as Höder's proposed "Diasystematic Construction Grammar" (cf. Höder 2018, Höder et al. Forthcoming). My overarching research question is in what way a network approach (cf. Diessel 2019, 2020) can be beneficial for the understanding of second language acquisition and, in turn, useful for L2 teaching. I intend on supplementing a theoretical analysis with results from a small learner corpus from German L2 learners, which I created in the context of my MA thesis, as well as available learner (at the moment EFCAMDAT) and native speaker corpora.

Theoretically, the goal is to combine the notions of transfer and chunk learning, which have been mostly investigated in isolation (cf. Abbot-Smith and Behrens 2006: 996). In addition to combining the two in theory, I also want to analyse learner language taking both processes into account. Learner corpora are a useful tool for gaining knowledge about the acquisition of additional languages, but I believe that their potential is not being realised at the moment. Moreover, the knowledge obtained from them can be used to improve language teaching. So, another important goal of this project is to find out how the creation and analysis of a learner corpus can be beneficial for teaching English constructions and their fillers (esp. verbs) in the classroom, with a focus on the influence of transfer for learners with specific L1s.