

Ausgewählte Literatur

- Adolphs, S. & Durow, V. (2004), Social-cultural integration and the development of formulaic sequences. In: Schmitt, Norbert (Hrsg.) (2001), *Formulaic sequences. Acquisition, processing and use*. Amsterdam & Philadelphia: John Benjamins, 107-126.
- Aguado, Karin (2013), "Chunks, Imitation und Ko-Konstruktion: wie nicht-kindliche Fremdsprachenlernende ihre L2-Identität(en) entwickeln können." In: Burwitz-Melzer, Eva / Königs, Frank / Riemer, Claudia (Hrsg.): *Identität und Fremdsprachenunterricht. Anmerkungen zu einer komplexen Beziehung*. Arbeitspapiere der 33. Frühjahrskonferenz zur Erforschung des Fremdsprachenunterrichts. Tübingen: Narr, 9-18.
- Aguado, Karin (2013), "Sind L2-Chunks lebenslang erlernbar oder gibt es eine sensible Phase für ihren erfolgreichen Erwerb?" In: Berndt, Annette (Hrsg.): *Fremdsprachen in der Perspektive lebenslangen Lernens*. Frankfurt am Main etc.: Lang, 129-142.
- Aguado, Karin (2002), Formelhafte Sequenzen und ihre Funktionen für den L2-Erwerb." *Zeitschrift für Angewandte Linguistik (ZfAL)* Heft 37: 27-49.
- Boers, F. & Lindstromberg, S. (2012), Experimental an intervention studies on formulaic sequences in a second language. *Annual Review of Applied Linguistics* 32: 83-110.
- DeKeyser, R. (1998), Beyond focus on form: Cognitive perspectives on learning and practicing second language grammar. In C. Doughty & J. Williams (Eds.).
- Ellis, N. (1996), Sequencing in SLA: Phonological memory, chunking, and points of order. *Studies in Second Language Acquisition* 18: 91-126.
- Ellis, Nick C. (2005), At the interface: Dynamic interactions of explicit and implicit language knowledge. *Studies in Second Language Acquisition* 27: 305-352
- Ellis, Nick / Simpson-Vlach,Rita & Maynard, Carson (2008), Formulaic language in native and second language speakers: psycholinguistics, corpus linguistics and TESOL. *TESOL Quarterly* Vol. 42/3.
- Ellis, R. (1999), Making the classroom acquisition-rich. In R. Ellis (Ed.), *Learning a second language through interaction*. Amsterdam: John Benjamins, 211-229.
- Ellis, R. (2002), The place of grammar instruction in the second/ foreign language curriculum. In E. Hinkel & S. Fotos (Eds.), *New perspectives on grammar teaching in second language classrooms*. Mahwah, N.J.: Lawrence Erlbaum, 17-34.
- Ellis, R. (2004), The definition and measurement of explicit knowledge. *Language Learning* 54: 227-275.
- Ellis, R. (2005), Principles of instructed language learning. *System* 33: 209-224.
- Erman, B. (2009), Formulaic language from a learner perspective: What the learner needs to know. In: Corrigan, Roberta et al. (Hrsg.) (2009), Vol. II, 323-346.
- Fitzpatrick, T. & Wray, A. (2006), Breaking up is not so hard to do: individual differences in L2 utterances in L2 utterance memorization. *Canadian Modern Language Review* 63/1: 35-57.
- Foster, P. (2001), Rules and routines: A consideration of their role in task-based language production of native and non-native speakers. In M. Bygate, P. Skehan & M. Swain (Eds.), 75-97.
- Handwerker, B. & Madlener, K. (2009), *Chunks für DaF*. Theoretischer Hintergrund und Prototyp einer multimedialen Lernumgebung (inkl. DVD). Hohengehren: Schneider.
- Handwerker, B. (2008), Chunks und Konstruktionen – Zur Integration von lerntheoretischem und grammatischem Ansatz. *Estudios Filológicos Alemanes* 15, 49-64. Abrufbar

unter:

<http://www2.hu-berlin.de/daf/mitarbeiter/handwerker/HandwerkerChunksKonstruktionen2008.pdf>

- Krashen, S. (1981), *Second language acquisition and second language learning*. Oxford: Pergamon.
- Krashen, S. (1982), *Principles and practice in second language acquisition*. Oxford: Pergamon.
- Krashen, S. (1994), The input hypothesis and its rivals. In N. Ellis (Ed.), *Implicit and explicit learning of languages*. London: Academic Press.
- Lenneberg, E. H. (1967), *Biological Foundations of Language*. New York: Wiley.
- Lichtman, K. (2013), Developmental Comparisons of Implicit and Explicit Language Learning. *Language Acquisition*, Vol. 20/2, 93-108
- Myles, F., Mitchell, R. and Hooper, J. (1998), Rote or rule? Exploring the role of formulaic language in classroom foreign language learning. *Language Learning* 48: 323-363.
- Myles, F., Mitchell, R. and Hooper, J. (1999), Interrogative chunks in French L2: A basis for creative construction? *Studies in Second Language Acquisition* 21: 49-80.
- Paradis, M. (1994), Neurolinguistic aspects of implicit and explicit memory: Implications for bilingualism and SLA. In N. Ellis (Ed.), *Implicit and explicit learning of languages*. London: Academic Press, 393-420.
- Pawley, A. & Syder, F. (2000), The One-Clause-at-a-Time Hypothesis. In: Rigganbach, Heidi (Hrsg.) (2000), *Perspectives on fluency*. Ann Arbor, MI: University of Michigan Press, 163-199.
- Pawley, A. & Syder, F.H. (1983), Two puzzles for linguistic theory: nativelike selection and nativelike fluency". In: Richards, J. C. & Schmidt, R.W. (eds.), *Language and Communication*. London: Longman, 191-227.
- Penfield, W. & Roberts, L. (1959), *Speech and Brain Mechanisms*. Princeton, NJ: Princeton University Press.
- Pienemann, M. (1989), Is language teachable? Psycholinguistic experiments and hypotheses. *Applied Linguistics* 10: 52-79.
- Sinclair, John (1991), *Corpus, concordance, collocation*. Oxford: Oxford University Press.
- Taguchi, N. (2008), Building language blocks in L2 Japanese: Chunk learning and the development of complexity and fluency in spoken production. *Foreign Language Annals* 41: 130-154.
- Tomasello, M. (2003), *Constructing a Language: A Usage-Based Theory of Language Acquisition*. Harvard University Press.
- Tomasello, M. (2006), Acquiring linguistic constructions. In: Kuhn, Deanna & Siegler, Robert (Hrsg.) (2006), *Handbook of Child Psychology*. New York: Wiley. [pdf]
- Van Lancker Sidtis, D. (2009), Formulaic and novel language in a 'dual process' model of language competence: Evidence from surveys, speech samples, and schemata. In: Corrigan, Roberta et al. (eds.) (2009), Vol. II, 445-472.
- Wong Fillmore, L. (1976), *The second time around*. Cognitive and social strategies in second language acquisition. Stanford: Stanford University.
- Wray, Alison (1999), Formulaic language in learners and native speakers. *Language Teaching* 32: 213-231.
- Wray, A. & Perkins, M. 2000. The functions of formulaic language: an integrated model. *Language & Communication* 20 /1: 1-28.
- Wray, A. 2000. Formulaic sequences in second language teaching: principle and practice. *Applied Linguistics* 21/4: 463-489.