

**Chunks – Nur Bausteine kompetenter Sprachverwendung oder auch
Katalysatoren lernersprachlicher Entwicklung?**

Prof. Dr. Karin Aguado

(Universität Kassel)

Auswahlbibliographie

- Adolphs, S. & Durow, V. (2004) Social-cultural integration and the development of formulaic sequences. In: Schmitt, N. (ed.), 107-126.
- Aguado, K. (2002a) Formelhafte Sequenzen und ihre Funktionen für den L2-Erwerb. Zeitschrift für Angewandte Linguistik (ZfAL), 37:27-49.
- Aguado, K. (2002b) Imitation als Erwerbsstrategie. Interaktive und kognitive Dimensionen des Fremdsprachenerwerbs. Bielefeld: Universität Bielefeld. (Habilitationsschrift).
- Altenberg, B. (1998) On the phraseology of spoken English: the evidence of recurrent word combinations. In: Cowie, A.P. (ed.) (1998) Phraseology: theory, analysis and applications. Oxford: Clarendon Press, 101-122.
- Bahns, J. (1997) Kollokationen und Wortschatzarbeit im Englischunterricht. Tübingen: Narr.
- Buhofer, A. (1980) Der Spracherwerb von phraseologischen Wortverbindungen. Eine psycholinguistische Untersuchung an schweizerdeutschem Material. Frauenfeld: Huber.
- Burger, H. (2003) Phraseologie. Eine Einführung am Beispiel des Deutschen. Berlin: Erich Schmidt. (Auflagen: 2., überarbeitete Auflage).
- Bußmann, H. (2002) Lexikon der Sprachwissenschaft. Stuttgart: Kröner.
- Bygate, M. (1988) Units of oral expression and language learning in small group interaction. Applied Linguistics, 59-82.
- Coulmas, F. (ed.) (1981a) Conversational routine. Explorations in standardized communication situations and prepatterned speech. The Hague etc.: Mouton.
- Coulmas, F. (1981b) Routine im Gespräch: zur pragmatischen Fundierung der Idiomatik. Wiesbaden: Akademische Verlagsgesellschaft Athenaion.
- DeKeyser, R.M. (2001) Automaticity and automatization. In: Robinson, P. (2001) (ed.) Cognition and second language instruction. Cambridge, MA etc.: Cambridge University Press, 125-151.
- Doughty, C. & Long, M. (2003) Optimal psycholinguistic environment für distance foreign language learning. Language Learning and Technology, 7/3:50-80.
- Ejzenberg, R. (2000) The Juggling Act of Oral Fluency: A Psycho-Sociolinguistic Metaphor. In: Rigganbach, H. (2000) (ed.) Perspectives on fluency. Ann Arbor, MI: University of Michigan Press, 287-314.
- Ellis, N. (1996) Sequencing in SLA. Phonological memory, chunking, and points of order. Studies in Second Language Acquisition, 18:91-126.

- Ellis, N. (2001) Memory for language. In: Robinson, P. (2001) (ed.) *Cognition and second language instruction*. Cambridge, MA etc.: Cambridge University Press, 33-68.
- Ellis, N. (2002) Frequency effects in language processing. A review with implications for theories of implicit and explicit language acquisition. *Studies in Second Language Acquisition*, 24:143-188.
- Ellis, N. (2005) At the interface: dynamic interactions of explicit and implicit language knowledge. *Studies in Second Language Acquisition*, 27(2):305-352.
- Feilke, H. (1996) Sprache als soziale Gestalt. Ausdruck, Prägung und die Ordnung der sprachlichen Typik. Frankfurt: Suhrkamp.
- Feilke, H. (1998) Idiomatische Prägung. In: Barz, I. & Öhlschläger, G. (1998) (eds.) *Zwischen Grammatik und Lexikon*. Tübingen: Niemeyer, 69-80.
- Foster, P. (2001) Rules and routines: a consideration of their role in the task-based language production of native and non-native speakers. In: Bygate, M., Skehan, P. & Swain, M. (2001) (eds.) *Researching pedagogic tasks. Second language learning, teaching and testing*. Harlow etc.: Longman, 75-93.
- Handwerker, B. & Madlener, K. (2009) Chunks für DaF. Theoretischer Hintergrund und Prototyp einer multimedialen Lernumgebung (inkl. DVD). Hohengehren: Schneider.
- Häckl Buhofer, A. (1997) Der Erwerb von Phraseologismen. In: Wimmer, R. & Berens, F.-J. (eds.) (1997) *Wortbildung und Phraseologie*. Tübingen, 209-232.
- Ioup, G. (1996) Grammatical knowledge and memorized chunks. A response to Ellis. *Studies in Second Language Acquisition*, 18:355-360.
- Krashen, S. & Scarcella, R. (1978) On routines and patterns in language acquisition and performance. *Language Learning*, 28(2):283-300.
- Lado, R. (1964) *Language teaching. A scientific approach*. New York: McGraw-Hill.
- Lewis, M. (1997) Implementing the lexical approach: putting theory into practice. Hove: Language Teaching Publications.
- Long, M. H. & Robinson, P. (1998) Focus on form: theory, research, and practice. In: Doughty, C. & Williams, J. (eds.) *Focus on form in classroom second language acquisition*. New York, NY: Cambridge University Press, 15-41.
- Miller, G. A. (1956) The magical number seven, plus or minus two: some limits on our capacity for processing information. *Psychological Review*, 63:81-97.
- Müller, K. (1991) Memorieren und Konstruieren als Sprachlernstrategien. *Jahrbuch Deutsch als Fremdsprache*, 17:149-173.
- Nattinger, J.R. & DeCarrico, J.S. (1992) Lexical phrases and language teaching. Oxford: Oxford University Press.
- Nesselhauf, N. (2003) The use of collocations by advanced learners of English and some implications for teaching. *Applied Linguistics*, 24/2:223-242.

- Pawley, A. & Syder, F. (2000) The One-Clause-at-a-Time Hypothesis. In: Riggenbach, H. (2000) (ed.) Perspectives on fluency. Ann Arbor, MI: University of Michigan Press, 163-199.
- Pérez-Pereira, M. (1994) Imitations, repetitions, routines, and the child's analysis of language: insights from the blind. *Journal of Child Language*, 21:317-337.
- Peters, A. (1983) The units of language acquisition. Cambridge etc.: Cambridge University Press.
- Read, J. & Nation, P. (2004) Measurement of formulaic sequences. In: Schmitt, N. (ed.): 23-35.
- Schmidt, R. (1995) Consciousness and foreign language learning: a tutorial on the role of attention and awareness in learning. In: Schmidt, R. (ed.) Attention and awareness in foreign language learning. University of Hawai'i at Manoa: Second Language Teaching & Curriculum Center, 1-63.
- Schmidt, R. (2001) Attention. In: Robinson, P. (2001) (ed.) Cognition and second language instruction. Cambridge, MA etc.: Cambridge University Press, 3-32.
- Schmitt, N. (2004) (ed.) Formulaic sequences. Acquisition, processing and use. Amsterdam & Philadelphia: John Benjamins.
- Schmitt, N. & Carter, R. (2004) Formulaic sequences in action: an introduction. In: Schmitt, N. (ed.) 1-22.
- Sharwood Smith, M. (1981) Consciousness-raising and second language acquisition theory. *Applied Linguistics*, 2:159-68.
- Sharwood Smith, M. (1993) Input enhancement in instructed SLA. Theoretical bases. *Studies in Second Language Acquisition*, 15(2):165-179.
- Sinclair, J. (1987) Collocation: a Progress Report. In: Steele, R. & Threadgold, T. (eds.) *Language Topics: Essays in honour of Michael Halliday*. Amsterdam: Benjamins, 319-332.
- Sinclair, J. (1991) Corpus, concordance, collocation. Oxford: Oxford University Press.
- Snow, C. (1981) The uses of imitation. *Journal of Child Language*, 8:205-212.
- Stein, S. (1995) Formelhafte Sprache: Untersuchungen zu ihren pragmatischen und kognitiven Funktionen im gegenwärtigen Deutsch (Sprache in der Gesellschaft). Frankfurt etc.: Lang.
- Strayer, D. L. & Kramer, A.F. (1990) An analysis of memory-based theories of automaticity. *Journal Experimental Psychology*, 16:291-304.
- Swain, M. & Lapkin, S. (2001) Focus on form through collaborative dialogue: exploring task effects. In: Bygate, M., Skehan, P. & Swain, M. (2001) (eds.) *Researching pedagogic tasks. Second language learning, teaching and testing*. Harlow etc.: Longman, 99-118.

- Swain, M. (1998) Focus on form through conscious reflection. In: Doughty, C. & Williams, J. (1998) (eds.) Focus on form in classroom second language acquisition. New York, NY: Cambridge University Press, 64-81.
- Šimunek, R. (2005) Formelhafte Sprachelemente in der elektronisch vermittelten Telekollaboration zwischen Lernern und Muttersprachlern. Dissertation. Siegen: Universität.
- Underwood, G. & Everatt, J. (1996) Automatische und gesteuerte Informationsverarbeitung: Die Rolle der Aufmerksamkeit bei der Verarbeitung des Neuen. 6. Kapitel. In: Enzyklopädie der Psychologie, 267-351.
- Vihman, M. (1979) Formulas in first and second language acquisition. Stanford Papers and Reports in Child Language Development, 18:75-92.
- Wong-Fillmore, L. (1976) The second time around. Cognitive and social strategies in second language acquisition. Doctoral dissertation. Stanford: Stanford University.
- Wray, A. (1999) Formulaic language in learners and native speakers. *Language Teaching*, 32:213-231.
- Wray, A. & Perkins, M.R. (2000) The functions of formulaic language: An integrated model. *Language & Communication*, 20:1-28.
- Zöfgen, E. (2001) Lexikalische Zweierverbindungen: „Vertraute Unbekannte“ im mentalen Lexikon germanophoner Französischlerner. *französisch heute*, 31:89-107.