

# Contents

Acknowledgements — v

List of abbreviations — xi

List of tables — xi

List of figures — xii

## Part I     **Do all roads lead to Rome? Ways to construct a second language**

- 1       **Cognitive Linguistics meets the second language classroom — 3**
- 1.1     Think it over: Explicit learning in the classroom — 4
- 1.2     Between the lines: Implicit learning in the classroom — 5
- 1.3     Evaluating (incidental) learning in the second language classroom — 8
- 1.4     About this book — 10

## Part II    **A usage-based approach to instructed second language acquisition**

- 2       **Input, input processing, and interlanguage development — 17**
- 2.1     From the input to interlanguage development — 18
- 2.1.1   Apperceived input — 20
- 2.1.2   Comprehended input — 21
- 2.1.3   Intake — 21
- 2.1.4   Integration — 22
- 2.1.5   Output — 23
- 2.2     Open questions — 23
  
- 3       **A constructionist view of second language acquisition — 28**
- 3.1     Key terms — 28
- 3.1.1   Constructions — 28
- 3.1.2   Exemplars and generalizations — 29
- 3.1.3   Constructicon — 32
- 3.1.4   Competence — 33

- 3.2 Input, exemplars, and generalizations in language acquisition — **33**
- 3.3 Challenges in first contact with a new construction — **37**
  - 3.3.1 Challenge 1: Entrenchment and chunking — **37**
  - 3.3.2 Proposed effects of high token frequency (repetition) — **40**
  - 3.3.3 Differences between first and second language acquisition — **45**
  - 3.3.4 Challenge 2: Initial pattern detection — **47**
  - 3.3.5 Proposed effects of skewed type-token ratios — **49**
  - 3.3.6 Differences between first and second language acquisition — **60**
- 3.4 Challenges in the consolidation of construction learning — **61**
  - 3.4.1 Challenge 3: Schema abstraction and generalization — **62**
  - 3.4.2 Proposed effects of high type frequency (variation) — **63**
  - 3.4.3 Differences between first and second language acquisition — **69**
  - 3.4.4 Retreat from overgeneralization — **70**
- 3.5 Summary: The limited L2 endstate — **76**
  - 3.5.1 Learned attention: When L1 tuning blocks L2 processing — **76**
  - 3.5.2 Estimation from small samples: When lack of input creates uncertainty — **78**
  - 3.5.3 Explicit learning: When the shortcut creates a dead end — **79**
- 4 A usage-based view of input optimization: Beyond input floods — 81**
  - 4.1 Approaches to and techniques of input (processing) optimization — **81**
    - 4.1.1 Input Enhancement and pedagogical Focus on Form — **82**
    - 4.1.2 Processing Instruction — **84**
    - 4.1.3 (Visual) Text Enhancement — **86**
    - 4.1.4 Input floods — **88**
  - 4.2 A usage-based view: Why input flooding is not the whole story — **90**
    - 4.2.1 Optimizing input quantity: Incidental learning in listening comprehension training — **91**
    - 4.2.2 Optimizing input quality: Accounting for frequency distributions in input floods — **93**
  - 4.3 Priming as implicit learning — **100**

## Part III **Frequency effects in incidental learning from structured input floods: A classroom study**

- 5 Evaluating frequency effects in the classroom: Study design — 105**
  - 5.1 Data collection — 105
    - 5.1.1 The learning problem: *sein* ‘be’ + present participle — 106
    - 5.1.2 Training and testing procedures — 111
    - 5.1.3 Groups and conditions — 113
    - 5.1.4 Training and testing materials — 116
  - 5.2 Hypotheses — 122
    - 5.2.1 Incidental learning from enriched input — 123
    - 5.2.2 Type frequency effects — 124
    - 5.2.3 Type-token effects — 129
  - 5.3 Data analysis — 134
    - 5.3.1 Operationalization of learning: Dependent variables — 134
    - 5.3.2 Statistical modeling: Fixed and random effects — 138
- 6 Optimizing variation or: Can less be more? — 144**
  - 6.1 Type frequency effects in first contact — 145
    - 6.1.1 Development of target availability and variability — 150
    - 6.1.2 Development of productive generalizations — 156
    - 6.1.3 Development of target discrimination — 162
    - 6.1.4 Discussion — 173
  - 6.2 Type frequency effects in consolidation — 179
    - 6.2.1 Development of target availability and variability — 183
    - 6.2.2 Development of productive generalizations — 189
    - 6.2.3 Development of target discrimination — 194
    - 6.2.4 Error analysis — 205
    - 6.2.5 Discussion — 211
- 7 Optimizing repetition or: Do outstanding central exemplars help? — 221**
  - 7.1 Type-token effects in first contact — 223
    - 7.1.1 Development of target availability and variability — 224
    - 7.1.2 Development of productive generalizations — 231
    - 7.1.3 Development of target discrimination — 235
    - 7.1.4 Error analysis — 240
    - 7.1.5 Discussion — 243

- 7.2 Type-token effects in consolidation — **252**
- 7.2.1 Development of target availability and variability — **254**
- 7.2.2 Development of productive generalizations — **261**
- 7.2.3 Development of target discrimination — **267**
- 7.2.4 Error analysis — **274**
- 7.2.5 Discussion — **277**

## **Part IV Summary and discussion**

- 8 Input floods revisited — 293**
- 8.1 Incidental learning — **293**
- 8.2 Type frequency effects — **295**
- 8.3 Type-token effects — **299**
- 8.4 Implications for second language teaching — **307**
- 8.4.1 Can less be more? — **308**
- 8.4.2 Why may learners fail to generalize? — **312**
- 8.4.3 Is skewing beneficial? — **313**
- 8.5 Open questions — **320**
- 8.5.1 Effects of listening comprehension and auditory pattern recognition ability — **321**
- 8.5.2 Cross-linguistic influences — **322**
- 8.5.3 Long-term effects — **323**
- 8.5.4 Awareness, consciousness, and noticing — **323**
- 8.5.5 Input modality — **325**
- 8.5.6 Explicit instruction — **326**

**References — 329**

**Subject index — 347**

**Appendix A — 349**