



## New Perspectives in Second Language Acquisition Research

October 5-6, 2023

Second language acquisition research traditionally assumes supraindividual acquisition trajectories and linear acquisition processes. The assumption of such linearity of L2 acquisition is based on a large number of 'classical' studies such as the morpheme studies on English or - with respect to German - e.g., the ZISA project. Acquisition processes were modeled as largely rule-governed. Formal and norm-based theoretical approaches as well as morpho-syntactic research questions (e.g., word order, basic aspects of nominal and verbal inflection) predominate. Other linguistic levels tend to be neglected. The current state of the art in SLA research is also characterized by specific methodological preferences. We often find cross-sectional or experimental approaches, which - with the help of both quantitative and qualitative methods - capture average (group-specific) tendencies. Within such an approach, aspects of inter- and intraindividual variability are rarely systematically captured. More recent findings and theoretical approaches increasingly focus on aspects of individual variability and challenge traditional approaches based on linear acquisition trajectories. Language acquisition in general and second language acquisition in particular are increasingly understood as highly complex processes influenced by contextual, social, cognitive, and linguistic factors. Taking into account the complex interplay of numerous factors in the acquisition process opens up new perspectives and an understanding of L2 acquisition as a dynamic process characterized by nonlinearity and intra- as well as interindividual variability (cf. Larsen-Freeman & Cameron 2008; Lowie & Verspoor 2015; Vyatkina 2013, among others). This fundamental paradigm shift in SLA research is in turn due to the growing influence of usage-based (cf. Bybee 2008) or interactional approaches to SLA research (cf. Pekarek Doehler & Pochon-Berger 2011). There is also an increasing consideration of previously neglected acquisition items, most notably within the domain of so-called higher language cognition (cf. Hulstijn 2015). Looking at what learners actually do with complex linguistic objects during their language development requires a re-evaluation of previous methodological approaches.

The workshop invites researchers in the field of SLA research to share insights that enable the re- and further modeling of established L2 acquisition theories in the sense presented. In doing so, the workshop aims to address the following questions:

- Which linguistic objects enable an innovative view on L2 acquisition trajectories and processes?
- Which (new) methodological approaches can be used to make acquisition processes visible beyond or complementary to linear L2 acquisition models?
- How can we use innovative approaches to further develop L2 acquisition theories and models?

We hereby invite colleagues from empirical L2 acquisition research to submit an **abstract** (in English) of no more than 300 words (plus references) in length to [jana.gamper@germanistik.uni-giessen.de](mailto:jana.gamper@germanistik.uni-giessen.de) and [weber.kathrin@uni-jena.de](mailto:weber.kathrin@uni-jena.de) by **March 31, 2023**. Notification of acceptance will be made by April 30, 2023. Participation in the workshop is possible both in attendance at the University of Giessen as well as online via Zoom.

### Keynote

We are honored to announce that our keynote speakers will be **Professor Dr. Jan H. Hulstijn**, University of Amsterdam, and **Professor Simona Pekarek Doehler**, Université de Neuchâtel.

## References

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- Larsen-Freeman, D., & Cameron, L. (2008). *Complex systems and applied linguistics*. Oxford: Oxford University Press.
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- Pekarek Doehler, S., & Pochon-Berger, E. (2011). Developing 'Methods' for interaction: A cross-sectional study of disagreement in French L2. In J. K. Hall, J. J. Hellermann, & S. Pekarek Doehler (eds.), *L2 Interactional Competence and Development*. Clevedon: Multilingual Matters, 206-243.
- Vyatkina, N. (2013): Specific Syntactic Complexity: Developmental Profiling of Individuals Based on an Annotated Learner Corpus. *The Modern Language Journal* 97, 11-30.