CALP 4 -
Constructionist Approaches to Language Pedagogy

Friedrich-Alexander-Universität Erlangen-Nürnberg, 18-20 March 2024

> Let's face it – grammar has a bad reputation. … It doesn't have to be that way. Grammar is actually quite engaging when properly understood.
> Ronald Langacker. 2008: 1. *Cognitive Linguistics*. Oxford: OUP.

CALP 4 is an applied linguistics conference that addresses all research issues related to first, second and foreign language learning and teaching. The overall framework of the conference is provided by what has become known as the usage-based approach, and in particular Construction Grammar models.

Construction Grammar is a relatively recent theory of language that sees language as a network of learned form-meaning pairings – the constructions. Constructions in this sense comprise a wide range of linguistic units such as individual words, collocations, expressions such as the Xer the Yer or the two/three/etc. of them/you/us or rather abstract constructions such as the ditransitive construction (subject verb object object) or different constructions to refer to events in the future in English (such as the modal will-construction and the be-going-to-v construction).

The constructionist approach to language thus stands in sharp contrast to generative theory as instigated by Noam Chomsky. Most importantly, perhaps, Construction Grammar does not make any speculative assumptions about supposedly inborn qualities of the human mind (such as Universal Grammar), but it assumes that constructions are learnt.

As a result, the model of Construction Grammar, which in some respects continues the tradition of language descriptions before Chomsky, is particularly suited to increase our understanding of how language learning takes place. In fact, the analysis of language learning processes has been a central element of a vast body of empirical research carried out in this framework over the last 30 years or so.

Call for Papers:

While Construction Grammar has been gaining a lot of ground in theoretical linguistics, it has not yet made its way into teaching materials and the discussion of methodology in foreign language teaching to the extent that would seem desirable. Continuing the tradition established by previous CALP conferences (Brussels 2013, Basel 2015, and Austin/Texas 2018), CALP4 invites papers on

 - applications of Construction Grammar to foreign language learning
 - description of constructions
 - new research on the learning of constructions
 - contrastive (i.e. cross-linguistic) research on constructions in different languages
 - reports of construction-based classroom teaching
 - design of teaching materials and textbooks
 and similar topics.

Talks should be no longer than 20 minutes (+ 8 minutes for discussion). Please send us an abstract of 150 – 200 words (excluding references). Abstracts should be submitted to **conference-CALP4@fau.de** before **October 31st, 2023**. See also: https://www.linguistics.phil.fau.eu/calp4/

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