



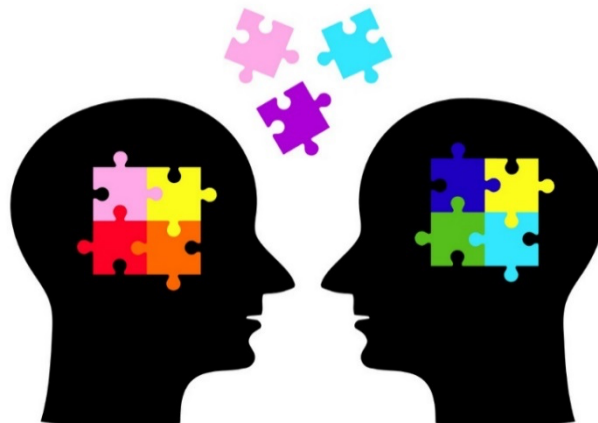
Institut für Romanische Philologie

# Multi-Word Units in Multilingual Learners.

## How to use our knowledge of chunks, formulaic language etc. in learning and teaching contexts.

An international workshop for linguists and language teachers

November 30 – December 1, 2023



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**Where:** LMU Munich, Schellingstraße 3 and Ludwigstraße 25 (Philologicum)  
**Language:** All talks are in **English**, except for the workshops on Friday afternoon, which will be held in **German**.  
**Programme & Registration:** <https://www.romanistik.uni-muenchen.de/ws-multi-word-units>  
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**International Workshop on Multi-Word Units in Multilingual Learners.  
How to use our knowledge of chunks, formulaic language etc. in learning and  
teaching contexts**

**Schedule**

Thursday, 30<sup>th</sup> November 2023

10:00 - 10:15	Opening (Teresa Gruber & Johanna Wolf) <b>Schellingstr. 3 (S004)</b> <b>Grußwort von MRin Astrid Barbeau, Bayerisches Staatsministerium für Unterricht und Kultus • Welcome address from ministerial councilor Astrid Barbeau, Bavarian State Ministry for Education and Culture</b>
10:15 - 11:15	<b>Keynote</b> Hans-Jörg Schmid: <i>Can linguistic theory be relevant?</i> <i>Multi-word units and language teaching</i>
11:25 - 11:55	<b>Conference room on the ground floor of the Philologicum!<sup>1</sup></b> Birgit Füreder: <i>Multi-verb units in L1 and L2:</i> <i>What reading behaviour can tell about multi-word processing in French and Spanish</i>
11:55 - 12:15	Coffee Break
12:15 - 12:45	Carmen Mellado Blanco/Pedro Ivorra Ordines: <i>A puñetazo limpio. The intensifying construction [a N-suffix<sub>{blow}</sub> limpio]: prototypicality of suffixes of blow and didactic implications</i>
12:45 - 13:15	Alexander Teixeira Kalkhoff: <i>Aller descendre to the source: motion-related readings of French verb-serializing [motion verb + verb] structures beyond temporal, aspectual and modal readings</i>
13:15 - 15:30	Lunch
15:30 - 16:30	<b>Keynote</b> Jeanine Treffers-Daller: <i>Multi-word units in contact: an analysis of the creativity of mixed compounds</i>
16:30 - 17:00	Coffee Break
17:00 - 17:30	Verena Dederer, Antje Endesfelder Quick, Stefan Hartmann, Nikolas Koch: <i>Recycling constructional patterns: A usage-based approach to child bilingual code-mixing</i>
17:30 - 18:00	Patricia de Crignis, Annika Moratzky, Cecilia Ugartemendía, Florian Zacherl: <i>The MuLeCo Project</i>
ab 19:00	Dinner

<sup>1</sup> All sessions, except for the opening and the first keynote, are located in the conference room on the ground floor of the Philologicum (Ludwigstraße 25).

Friday, 1<sup>st</sup> December 2023

9:30 - 10:30	<p><b>Keynote</b> Gaëtanelle Gilquin: <i>Corpus linguistics to tackle multi-word units: necessary but not sufficient?</i></p>
10:30 - 11:00	<p>Sabine de Knop &amp; Fabio Mollica: <i>Argument structure constructions in the teaching of German as a foreign language: from free instantiations to phraseological ones along the grammatical-lexical continuum</i></p>
11:00 - 11:30	<p>Inga Hennecke &amp; Evelyn Wiesinger: <i>On the dynamics of prepositions in Spanish V + Prep constructions of L1 speakers and foreign language learners</i></p>
11:30 - 12:00	Coffee Break
12:00 - 13:00	<p><b>Keynote</b> Juliana Goschler &amp; Anatol Stefanowitsch: <i>Teaching multi-word expressions: A view from Construction Grammar</i></p>
13:00 - 15:00	Lunch
15:00 - 16:00	<p><b>Workshop (in German):</b> Saskia Kersten <i>„Shantay, you stay“ - mit Film und Fernsehen chunks lernen</i></p> <p><b>Workshop (in German):</b> Elmar Schafroth <i>Gängige phraseologische Muster erkennen, verstehen und beherrschen. Mit Beispielen zum Englischen und den romanischen Sprachen.</i></p> <p><b>Philologicum: 1 Workshop im Veranstaltungsraum und 1 Workshop im Multifunktionsraum / Philologicum: 1 workshop in the conference room and 1 workshop in the multifunctional room</b></p>
16:00 - 16:30	Coffee Break
16:30 - 17:30	<p><b>Workshop (in German):</b> Eleni Kanli <i>Application of Construction learning: Gramamúsica- Konstruktionen in der 8. Klasse mit Tanz, Musik und Spaß lernen</i></p> <p><b>Workshop (in German):</b> Katrin Schmiderer <i>Formelhafte Sequenzen und ihre Funktionen für den Erwerb einer romanischen Sprache in der Sekundarstufe</i></p> <p><b>Philologicum: 1 Workshop im Veranstaltungsraum und 1 Workshop im Multifunktionsraum / Philologicum: 1 workshop in the conference room and 1 workshop in the multifunctional room</b></p>
17:30 - 18:00	Closing Discussion
ab 18:00	A visit to the Münchner Christkindlmarkt

All talks are in English, except for the workshops on Friday afternoon, which will be held in German.

## **Can linguistic theory be relevant?**

### **Multi-word units and language teaching.**

(Hans-Jörg Schmid, LMU München)

Linguists can indulge in theory, while language teachers have to keep things simple (but not stupid). In the field of multi-word units (MWUs), indulgence in linguistic theory has spawned a proliferation of categories and subcategories of more or less fixed, more or less idiomatic, more or less frequent, more or less pragmatically-grounded, more lexical or more propositional types of units and associations. The question in the context of the present workshop is whether such fine classifications are relevant for learning and teaching MWUs. I will argue that some of them are, mainly because understanding the precise nature of the different types will make it easier for learners to acquire and memorize them and for teachers to teach them.

My suggestions are based on the Conventionalization-and-Entrenchment Model (Schmid 2014, 2020), which separates communal conventions from individual knowledge. This model provides a differentiated perspective on how different types of MWUs emerge as communal conventions. Linguistic knowledge is assumed to be available in the form of an associative network of four types of associations. I suggest that teaching and learning can benefit from taking into consideration the specific place of given MWUs in this network.

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**Multi-verb units in L1 and L2:  
What reading behaviour can tell about multi-word processing  
in French and Spanish**

(Birgit Füreder, University of Salzburg)

Recent research has widely acknowledged the importance of multi-word units in language reception, production and acquisition (cf. also Arnon & Snider, 2010). While studies on the ‘lexical’ strand of the continuum between lexis and grammar, e.g. on binomials, collocations or proverbs, are already available to some extent (cf. Siyanova-Chanturia, 2013; Siyanova-Chanturia & Van Lancker Sidtis, 2019 for an overview), research about constructions with more or less ‘grammatical’ multi-word items seems rather scarce so far. A typical instance of multi-word units on the ‘grammatical’ end of the scale are verbal periphrases, a combination of two (or more) verbal elements – multi-*verb* units, so to speak – which are commonly used in Romance languages for the expression of temporal, aspectual, modal and diathetic values (cf. e.g. Pusch & Wesch, 2003). What makes them particular, however, is the fact that their meaning is not (or only partly) compositional, i.e. not deducible from the sum of the single components.

Observations show that especially aspectual periphrases often pose problems to (at least German-speaking) learners, even on very high proficiency levels. What are the reasons for this ‘hurdle’ and what can be done to enhance acquisition? In order to investigate how these multi-verb units are processed, a self-paced reading study has been administered to a L1 German (L2 English, L3 Romance) experimental group and a L1 Romance control group. First results from reading times, acceptability judgements and reaction times in French and Spanish suggest that a range of factors such as frequency, salience and complexity of the constructions as well as instruction, ‘processability’ of aspect/aspectuality and the multi-faceted linguistic background of the subjects come into play (cf. also e.g. Wolf, 2018; Collins & Ellis, 2009; Ellis & Cadierno, 2009). The present paper thus sets out to shed light on the question of how learners deal with periphrastic multi-verb units in Romance and reflect on possible ways in order to facilitate the acquisitional process (e.g. processing instruction or input enhancement).

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## ***A puñetazo limpio*. The intensifying construction [*a* N-suffix<sub>{blow}</sub> *limpio*]: prototypicality of suffixes of blow and didactic implications**

(Carmen Mellado, Blanco University of Santiago de Compostela & Pedro Ivorra Ordines, KU Eichstätt-Ingolstadt)

This contribution addresses the intersection of Phraseology and Morphology, from the postulates of usage-based Construction Grammar. Starting from the notion of constructional idiom, understood as “a constructional schema in which one slot is lexically filled, and at least one slot is open” (Booij 2015: 191), our study focuses on the construction [*a* N-suffix<sub>{blow}</sub> *limpio*], which licenses instances such as *a puñetazo limpio* ‘with a clean fight’, *a balazo limpio* ‘in a hail of bullets’, *a patada limpia* ‘kicking out’, or *a empujón limpio* ‘by fits and starts’ (see López Meirama 2016). This construction has the peculiarity that one of its constituents is, in turn, the morphological construction [N-suffix<sub>{blow}</sub>] with very marked semantic and pragmatics characteristics – a fact that grants its constructional status in its own right.

Due to the high token frequency detected in corpus searches (esTenTen18, Sketch Engine), we observe a high productivity of the constructional idiom, although the different suffixes under analysis, *-azo*, *-ada*, and *-ón* (see Monge 1972), exhibit unequal prototypicality. Therefore, one of the objectives of this work will be to determine which suffix is the most productive with the constructional idiom based on the type frequency of lexical items in the [N-suffix<sub>{blow}</sub>] slot, as well as its number of hapax legomena (Baayen 2009), data that gain a special importance in the context of teaching morphological constructions and constructional idioms.

Another objective of the work is, starting from the 3437 occurrences licensed by the [*a* N-suffix<sub>{blow}</sub> *limpio*] construction, to inductively determine their possible meanings, generally related to impact (see examples 1 and 2) and sound (example 3):

- (1) De hecho, la inolvidable pelea **a patada limpia** entre la hermana de Beyoncé y su cuñado en el ascensor tras la gala del MET, se debió a la estrecha relación entre el rapero y Rihanna, con la que se rumoreó que tuvo un affaire. (855732321)
- (2) Algunas escenas son muy poderosas en su intenso dramatismo, véase la del padre acometiendo el desafío de llenar el lavaplatos en tiempo récord con toda la vajilla sucia, o la que comparten madre e hija, en que acaban **a bofetón limpio**. (2969594120)
- (3) Acabó y, como era habitual, se largó dando un portazo: ¡cómo le gustaban los portazos! Ahora que pienso en él me viene, instintivamente, ¡POUM!, ¡POUM! ¡PATAPOUM! (hala, **a portazo limpio**). (1393453467)

Finally, we want to account for the creative potential of the morphological construction [*a* N-suffix<sub>{blow}</sub> *limpio*], which can serve as a basis for more efficient language teaching (see, e.g., Boas 2022; De Knop & Gilquin 2016), as will be using through the platform CONSTRIDIOMS (<https://constridioms.es>) of our research project. On top of that, it allows to emphasize the fine line that exists between lexicalized units (e.g., *patada* ‘kick’, *cachetada* ‘slap’) and the creative ones (e.g., *huelgazo*, *trumpada*, *mordiscón*) within the lexicon-grammar continuum advocated by the postulates of Construction Grammar (Ivorra Ordines & Mellado Blanco 2021; Mellado Blanco 2023).



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***Aller descendre to the source: motion-related readings of French verb-serializing [motion verb + verb] structures beyond temporal, aspectual, modal and pragmatic readings***

(Alexander M. Teixeira Kalkhoff, Universität Heidelberg)

In modern French, the productive analytic construction pattern [motion verb + verb] exists (Teixeira Kalkhoff, accepted; submitted). The most prominent and best described occurrence of this formation pattern is the periphrastic future construction of *aller faire qc* ('will do something'), which manifests a cross-linguistically attested grammaticalization path of go-verbs (Bybee, Perkins & Pagliuca 1994). In addition to temporal future time reference, French [*aller* + verb] also has aspectual, modalizing, and pragmatic readings (Larreya 2005). Lexically, there are also highly lexicalized [motion verb + verb] structures, such as *aller chercher* ('fetch/pick up') and *aller voir* ('visit'), which must be learned as a whole to be understood by native speakers and learners. What remains surprising is that the lexically inherent motion-related readings of French [motion verb + verb] structures, such as in (1), have been relegated to the background in the linguistic description (for more details, see Pfadenhauer, Teixeira Kalkhoff & Wiesinger, submitted).

- (1) *Aïcha a envie de sortir marcher.*  
Aïcha wants to go out walk  
'Aïcha wants to go for a walk' (Despentes 2015: 282)

On the empirical basis of Frantext and frTenTen corpus data, the paper discusses semantic and functional aspects of some motion-related native productions of the [motion verb + verb] pattern, such as the verbalization of complex motion events (Givón 1991), the verbalization of the manner of motion (Talmy 2000), co-event conflation (Talmy 2017), image-schema blending (Stefanowitsch 1999), associated motion (Guillaume & Koch 2021), and serial verb constructions (Aikhenvald 2018). As the corpus data show, motion-related readings of the bi-verbal French [motion verb + verb] pattern are anything but a marginal phenomenon. From this, some conclusions can be drawn for the learners' constructional knowledge for verbalizing motion-related world experience beyond one-word units.

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## Multi-word units in contact: an analysis of the creativity of mixed compounds

(Jeanine Treffers-Daller, University of Reading)

In this paper the focus is on the creativity of a specific type of multi-word units, namely mixed compounds, such as *beachhäuser* “beach houses” (Clyne, 2003), which consist of an English modifier *beach* and a German head *häuser* “houses”. If we adopt Sternberg and Lubart’s (1999) definition of creativity, then switches which are both original and appropriate in the context would qualify as being creative. Under this approach, mixed compounds would count as a creative form of code-switching, because the mixed compounds do not exist in monolingual varieties of the two contact languages, but are generally comprehensible and appropriate in a bilingual context. Clearly, not all forms of code-switching are equally novel by comparison to monolingual forms of language use. Switches that are widely found in most communities (e.g. switches of single nouns) would not count as original. Mixed compounds, by contrast, are not found in all language pairs (e.g. not in Malaysian-English). In the paper I will review the available evidence on mixed compounds from a range of different language pairs, but specifically focus on mixed compounds in the Tugebic corpus of Turkish-German code-switching corpus (Treffers-Daller, and Cetinoğlu, 2022). I will evaluate the originality of the compounds with reference to monolingual (socio-) linguistic norms, and suggest avenues for further research into these structures.

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**Recycling constructional patterns: A usage-based approach to child bilingual code-mixing**

(Nikolas Koch, LMU München & Antje Quick, Leipzig University & Stefan Hartmann, HHU Düsseldorf)

Presentation of the DFG-funded project: *Konstruktionale Muster in sprachgemischten Äußerungen bilingualer Kinder: Eine gebrauchsbasierte Korpusstudie.*

See: <https://gepris.dfg.de/gepris/projekt/504095269>.

**The MuLeCo Project**

(Patricia de Crignis, LMU München)

See: <https://www.dh-lehre.gwi.uni-muenchen.de/?lehrveranstaltung=muleco>.

## Corpus linguistics to tackle multi-word units: Necessary but not sufficient?

(Gaëtanelle Gilquin, UC Louvain)

Corpus linguistics has made an essential contribution to the development of phraseology as a field of research (see, e.g., Granger & Meunier 2008) and has highlighted the large extent to which language relies on multi-word units. Thanks to techniques such as collocational analysis, collocation analysis or lexical bundle analysis, it has become possible to extract regular patterns that can tell us something about how people go about producing language. Much of the information that corpora provide about such patterns could not be gathered in any other way, especially when it comes to the study of learner language (cf. Ebeling & Hasselgård 2015), which will be the focus of this presentation.

Yet, it will be argued that corpus linguistics is not sufficient to tackle the learning and teaching of multi-word units: corpus methods should be combined with other methods such as experimentation, and the criteria used in corpus linguistics (like frequency and association) should be supplemented with other criteria such as pedagogical relevance.

From a language learning perspective, experimental data make it possible to go beyond learners' mere production to also approach competence (e.g. knowledge of collocations in Gilquin 2007) and processes involved in production. The latter will be illustrated by means of a study of lexical bundles in the Process Corpus of English in Education (PROCEED; Gilquin 2022). This corpus is made up of written texts as typically found in learner corpora, but in addition it includes keylogging and screencasting data, which show writing processes as they unfold and which can thus reveal how multi-word units tend to be produced. Experimental methods such as dictation task, eye-tracking or self-paced reading have also been used to study more cognitive aspects of language learning, such as the mental processing of multi-word units (cf. Schmitt et al. 2004, Siyanova-Chanturia et al. 2011, Kim & Kim 2012).

As for language teaching, frequency of occurrence as attested in corpora undoubtedly represents valuable information to decide what multi-word units to teach, but it is not sufficient (cf. Leech 2011). Pedagogical relevance, which covers aspects such as teaching worth (Ellis & Simpson-Vlach 2009) and teachability (Granger 2009), should be taken into account too. Experimentation also has a role to play, in particular to help determine how best to teach multi-word units. An experiment can thus be set up to test the feasibility and/or efficiency of phraseology-focused instruction (see, e.g., De Knop & Mollica 2016, Gilquin 2021).

The presentation will end with some concluding remarks about the advantages but also the challenges of combining information from various sources to tackle the learning and teaching of multi-word units.

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## **Argument structure constructions in the teaching of German as a foreign language: from free instantiations to phraseological ones along the grammatical-lexical continuum**

(Sabine De Knop, Université Saint-Louis Bruxelles &  
Fabio Mollica, Università degli Studi di Milano)

The description of the ditransitive construction constitutes a central topic in Construction Grammar studies (see among others Goldberg 1992 & 2019; Haspelmath 2015; Proost 2014), it has been defined as a form-meaning pair expressing a transfer of a theme/patient (referred to by the direct object) to a recipient (encoded by the indirect object). In spite of this clear definition the learning of the German ditransitive construction and its instantiations is a challenging enterprise for foreign learners, especially with regard to the order of the two objects (unmarked position: indirect before direct object; Lenerz 1977; Røreng 2011) or their case-marking (indirect object in the dative, direct object in the accusative; cf. Wegener 1985; Welke 2013). Moreover, some verbs are used in the ditransitive construction for the expression of a transfer semantics but with both objects in the accusative (Lang 2007). These are, among others, "pedagogical verbs" (Abraham 1983: 51) such as *lehren* ('to teach'), *fragen* ('to ask'), *abhören* ('to intercept'), etc.

The talk will address the learning issues with the ditransitive construction for Italian-speaking learners of German, thereby focusing on the principles of Construction Grammar (CxG). To do so, three empirical studies will be discussed. Starting from a detailed description of the ditransitive construction, the empirical study by De Knop & Mollica (fc. 2023a) elaborates on the difficulties with the learning of the ditransitive construction in free use. It further proposes pedagogical interventions based on structural priming (Hartsuiker et al. 2004) and visualization which foster the learning process. De Knop & Mollica (2023b) goes one step further as it deals with collocational instantiations of the ditransitive construction for which another empirical study has been designed which shows that ditransitive collocations can be taught as instantiations of the abstract ditransitive construction. Based on sorting experiments, the third study by De Knop & Mollica (2016) has also shown that even idiomatic instantiations of the ditransitive construction are better learned in the framework of CxG and not simply as lexical units.

The talk will discuss and illustrate the assets of the constructionist approach. As CxG does not separate between grammar and the lexicon but considers them both to build a continuum, it is possible to offer an encompassing description of all the instantiations of the ditransitive construction – from free compositional ones to collocational, and up to idiomatic ones. As a consequence, phraseological instantiations can be fully integrated into foreign language teaching and are not relegated to the lexicon.

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## On the dynamics of prepositions in Spanish V + Prep constructions of L1 speakers and foreign language learners

(Inga Hennecke, Universität Tübingen & Evelyn Wiesinger,  
Universität Tübingen & Johanna Wolf, LMU München)

This paper presents first results from a project within the DFG-funded network *The dynamics of prepositions and prepositional constructions in Spanish* (CoPrEspa). Both prepositions and prepositional constructions are heterogeneous and disputed categories and defy a uniform classification in category-based linguistic approaches as well as in psycho- and neurolinguistic studies on language acquisition and processing (Zwarts 1997; Hennecke 2022). From the perspective of Construction Grammar, prepositional constructions can be located on a continuum between lexicon and syntax and simultaneously include elements that have traditionally been considered grammatical(ized) or lexical(ized) items. We also assume that prepositions are an emergent category learned from prototypical slots in constructions. These are subject to constant reorganisation in language use and may show variability in both L1 speakers and learners.

Our current project aims to compare prepositions in Spanish V + Prep constructions with a so-called *complemento de régimen* (NGLE 2009) in L1 speakers and adult foreign language learners of Spanish. Our contribution examines the extent to which they differ between L1 speakers and learners in terms of their degree of fixation and variability. To this aim, we will discuss first results from an online acceptability and grammaticality study on selected Spanish V + Prep constructions such as, among others, *atar a/con* ‘to tie to’, *confiar en/de/con* ‘to rely on’, *insistir en/sobre* ‘to insist on’, *corresponderse a/con* ‘to match’ (cf. also Casanova Romero 2021).

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## Teaching multi-word expressions: A view from Construction Grammar

(Juliana Goschler, Carl von Ossietzky Universität Oldenburg & Anatol Stefanowitsch, Freie Universität Berlin)

Construction Grammar and Construction Morphology (Goldberg 1995, Croft 2001, Booij 2010) starts from the assumption that human languages can be modeled in their entirety as a system of interconnected signs (form-meaning pairs) that differ only in their degree of complexity and schematicity. In this view, mono-morphemic words (like *give*) on the one hand and syntactic constructions (like ditransitive valency) on the other are simply limiting cases, the former being maximally simple and specific, the latter being maximally complex and schematic. Multi-word expressions (MWEs) constitute intermediate cases: lexically fully-filled MWEs (like [*give* NP *a bad name*], where only subject and object are variable) are complex but specific, lexically partially-filled MWEs (like [*give* NP *a(n)* ADJ<sup>difficulty</sup> *time*], where the adjective slot can be filled with almost any synonym of the adjective *difficult*) are complex and partially schematic.

All of these types of linguistic units are modeled in a uniform way, collectively, they make up the *constructicon* of a language (replacing the lexicon-grammar distinction of other models). Language acquisition is seen as the acquisition of specific units (both simple and complex, with the latter being primary in many ways) from which successively more schematic units may (but need not) be abstracted (cf. Tomasello 2005).

In our talk, we will discuss what, if any, consequences this might have for teaching foreign languages — in particular, for teaching MWEs. At a general level, it does little more than confirm a shift in perspective with respect to vocabulary teaching that was first suggested in the 1990s (e.g., Nattinger & DeCarrico 1992) and has since become widely implemented (at least in the teaching of English as a Foreign Language): MWEs are the norm rather than the exception in the lexicon of human languages and should be given primacy in vocabulary teaching. In specific contexts, Construction Grammar offers potentially useful extensions of this perspective. For example, L2 learners can, in principle, abstract a schema like [*give* NP *a(n)* ADJ<sup>difficulty</sup> *time*] from the set [*give* NP *a* {*hard, tough, difficult*} *time*] and extend it to more creative uses like [*give* NP *a(n)* {*challenging, strenuous, arduous, ...*} *time*]. However, the amount of input needed cannot realistically be provided in the L2 classroom, so including partially-filled MWEs in vocabulary teaching — especially if they are presented in the same format as other MWEs — could be a fast and efficient way to increase fluency and accuracy. Beyond this, the fact that syntactic structures are, in a sense, simply fully schematic MWEs in Construction Grammar (with strong associations to specific semantic sets of words, cf. Stefanowitsch & Gries 2003) suggests that fully schematic expressions should be taught as a special case of MWEs (i.e., as complex form-meaning pairs rather than as formal syntactic rules).

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## Workshop Ia

### „Shantay, you stay“ - mit Film und Fernsehen *chunks* lernen

(Saskia Kersten, LMU München)

Dass *chunks*, also Mehrwortverbindungen, eine tragende Rolle zukommt, ist aus Sicht der Zweitspracherwerbsforschung und der Zweit- und Fremdsprachendidaktiken seit langem bekannt (Nattinger & DeCarrico 1992; Lewis 1997; Aguado 2014; Wulff 2019). Dennoch spiegeln sich diese Erkenntnisse nicht immer im schulischen Alltag wider. Mehrwortverbindungen werden im schulischen Unterricht aber eben nicht zwangsläufig ‚nebenbei‘ erworben, so dass das Erlernen von diesen gezielt gefördert werden sollte (Boers & Lindstromberg 2009, 2012; Kersten 2015).

Im Zentrum dieses Workshops stehen die Form und Funktion von Mehrwortverbindungen in Film und Fernsehen (siehe z.B. Bednarek 2018) sowie deren Einbettung in konkrete Unterrichtssequenzen, um (zukünftigen) Lehrkräften Anregungen zu geben, wie man das Wissen um und den Erwerb von *chunks* im schulischen Fremdsprachenunterricht mit Hilfe audiovisueller Medien unterstützen kann.

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## Workshop Ib

### Gängige phraseologische Muster erkennen, verstehen und beherrschen.

#### Mit Beispielen zum Englischen und den romanischen Sprachen.

(Elmar Schafroth, Düsseldorf)

Schulischer und universitärer Fremdsprachenunterricht muss sich auch am authentischen Sprachgebrauch orientieren. Dies betrifft nicht nur Grammatik und Wortschatz im Allgemeinen, sondern auch diejenigen sprachlichen Erscheinungen, die sich gewissermaßen zwischen diesen beiden Ebenen befinden und deshalb meist weder in einer Grammatik noch in einem traditionellen ein- und zweisprachigen Wörterbuch zu finden sind.

Gemeint sind phraseologische Muster (auch „Phraseoschablonen“) wie engl. *layer upon layer* (‘Schicht um Schicht’) *mistake after mistake* (‘Fehler um Fehler; ein Fehler nach dem anderen’), *day by day* (‘Tag für Tag’) – oder in den romanischen Sprachen: fr. *faute sur faute*, *jour après jour*, *page par page*, it. *errori su errori*, *giorni per giorno*, *pagina dopo pagina*, sp. *error tras error*, *año sobre año*, *página por página*. Hinter diesen sog. Reduplikationskonstruktionen – einem von zahlreichen phraseologischen Mustern – verbirgt sich eine regelhafte Struktur, die man mit [N<sub>1</sub> PREP N<sub>1</sub>] zusammenfassen könnte. Dieses *pattern* hat eine eigene, selbständige Bedeutung: Es vermittelt je nach Präposition und je nach Substantiv (N<sub>1</sub>) eine Intensivierung (große Anzahl, räumliche Nähe, räumliche und zeitliche Abfolge oder ständige Wiederholung, ständiger Austausch), kann aber auch zusätzlich illokutive Funktionen, z.B. Ärger oder Langeweile, ausdrücken.

Entscheidend sind drei Dinge: 1. Man muss wissen, dass es diese Muster gibt. 2. Sie sind produktiv, man kann also sprachlich kreativ sein. Und (bzw. aber) 3. Man muss ein paar Gebrauchsbedingungen oder Gebrauchspräferenzen kennen, um diese *patterns* erlernen zu können (z.B. Welches sind die häufigsten Substantive? Welche Bedingungen muss ein Substantiv semantisch und grammatikalisch erfüllen?).

Da diese Informationen (vermutlich) in keiner Grammatik, keinem Lehrbuch und kaum einem traditionellen Wörterbuch (jedoch ansatzweise zumindest in guten *learner’s dictionaries* à la *Oxford Advanced Learner’s Dictionary*) verzeichnet sind, kann hier – mit entsprechender Anleitung – jede/r fortgeschrittene Fremdsprachenlernende selbst tätig werden.

Neben der sprachlichen und sprachwissenschaftlichen Erläuterung einiger solcher Muster (auch anderer als die Reduplikationskonstruktionen) soll der Workshop zeigen, wie man sich auf der Basis von geeigneten digitalen (Lerner-)Wörterbüchern und Sprachkorpora (z.B. dem *Corpus of Contemporary American English (COCA)* oder den Sketch-Engine Korpora für die romanischen Sprachen *frTenTen20*, *itTenTen20*, *esTenTen18*) mit einem überschaubaren Zeitaufwand eigenes Wissen über fremdsprachliche phraseologische Muster erarbeiten kann, die dabei behilflich sein können, unser „idiomatisches“ Niveau in den Fremdsprachen wieder ein Stück anzuheben.

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## Workshop IIa

### *Gramamúsica* –

#### Konstruktionen im Spanischunterricht mit Tanz, Musik und Spaß lernen

(Eleni Kanli, Universität Tübingen)

Sprache besteht aus Mehrworteinheiten, sogenannte Konstruktionen, mit unterschiedlichem Grad an Schematizität und Produktivität, welche beim Sprechen schnell reaktiviert werden und einen Sprachfluss ermöglichen (Goldberg, 2006, S. 5; Bürgel et al., 2021a, S. 11). Frequente Konstruktionen, die bereits im Anfangsunterricht erworben werden, sind in vielen spanischsprachigen Liedern enthalten (Martínez Casas, 2017). Je früher Spanischler:innen mit solchen Songtexten in Kontakt kommen und diese auch wiederholt im Spanischunterricht und ggf. in ihrer Freizeit hören, umso mehr sprachlichen Input bekommen sie, wodurch Melodie und Liedtext sich besser einprägen (Usbeck-Frei, 2019, S. 95). Führen die Schüler:innen dabei zeitgleich eine kohärente Bewegung aus, dann könnte der Lernerfolg umso größer sein. Durch Laborstudien (Macedonia et al., 2011) und Studien aus der Klassenzimmerrealität (Hille et al., 2010) wurde bereits nachgewiesen, dass der Erwerb von Einzelexemen mit sinnhaften Bewegungen nachhaltig ist.

Im Projekt *Gramamúsica*, welches in einer 8. Klasse am Gymnasium erprobt und durch Online-Fragebögen evaluiert wurde, aber auf weitere Klassenstufen übertragbar ist, werden zunächst anhand kurzer, motivierender Choreographien auf Refrains spanischsprachiger Popsongs Mehrworteinheiten eingeführt. Anschließend folgt eine Kognitivierungsphase zur Bewusstmachung der Konstruktionen u.a. durch *Focus on Form* (Long & Robinson, 1998) sowie eine Festigungsphase, in der die Konstruktionen in kommunikativen Kontexten v.a. mündlich umgewälzt werden. Die verwendeten Unterrichtsmaterialien basieren auf den Prinzipien der gebrauchsbasierten Grammatik (Henk, 2022) und der pädagogischen Konstruktionsgrammatik (Bürgel, 2021; Bürgel et al., 2021b) mit der Intention, bei den Schüler:innen eine „lexiko-grammatische Sprachbewusstheit“ (Bürgel, 2021, S. 13) auszubilden.

In diesem Workshop werden zwei Unterrichtsstunden des Projekts *Gramamúsica* zur Einführung und Festigung der spanischen Konstruktionen [*no* + [Pronomen] + Verb] (z.B. *No lo sé* („Ich weiß es nicht“)) und [*En* + Nomen + *hay*] (z.B. *En mi ciudad hay* („In meiner Stadt gibt es“)) durchgespielt und kritisch reflektiert. Dabei wird verdeutlicht, wie der Konstruktionserwerb durch Musik und Tanz motivierend und in höchstem Maß schülerorientierend in den interkulturellen kommunikativen Fremdsprachenunterricht eingebettet werden kann.

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## Workshop IIIb

### Formelhafte Sequenzen und ihre Funktionen für den Erwerb einer romanischen Sprache in der Sekundarstufe

(Katrín Schmiderer, Universität Innsbruck)

In diesem Workshop stehen formelhafte Sequenzen aus der Sicht des fremdsprachlichen Erwerbsprozesses im Vordergrund. Ziel ist es zunächst, die Rolle formelhafter Sequenzen in der Entwicklung der Lernautsprache zu verstehen, um im Anschluss Rückschlüsse für die Erstellung von didaktischen Materialien für den Unterricht romanischer Sprachen ableiten zu können.

Im ersten Teil des Workshops soll anhand empirischer Studien der Frage nachgegangen werden, wie formelhafte Äußerungen in der Lernautsprache definiert und identifiziert werden können. Darüber hinaus wird untersucht, welche Funktionen diese in der Entwicklung der Lernautsprache von Anfangs- und leicht fortgeschrittenen Lerner\*innen romanischer Sprachen im Kontext der Sekundarstufe einnehmen. Als formelhafte Äußerungen werden „nicht [...] aktiv generierte, regelgeleitete Äußerungen, sondern [...] unanalysierte Einheiten, die dem Lerner bei Bedarf zur Verfügung stehen“ (Lenzing/Roos 2012, 210) verstanden. Für unsere Analyse werden mündliche spontansprachliche Daten aus Quer- und Längsschnittstudien herangezogen (vgl. u.a. Lenzing/Roos 2012, Lenzing 2013, Schmiderer 2023).

Im zweiten Teil soll anhand von konkreten Beispielen (u.a. Schmiderer et al. 2020, 2021) analysiert und diskutiert werden, wie im Rahmen digitaler Lernaufgaben (*tasks*) ein Fokus auf formelhafte Äußerungen im Anfangsunterricht und in weiterer Folge auf Phraseme im Allgemeinen gelingen kann. Dabei wird von einer weiten Konzeption von Phrasemen ausgegangen, die alle Arten von (mehr oder weniger) festen Wortverbindungen wie idiomatischen Ausdrücken aber auch Kollokationen und Routineformeln umfasst (vgl. Konecny et al. 2016, 2018). Aus didaktischer Sicht wird das aufgabenorientierte Fremdsprachenlernen (*Task Based Language Learning*), konkret der *Task Cycle* von Willis (1996) und Willis/Willis (2007), herangezogen.

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