

Presentation

micro-collaboration kit 1

Corpus-based constructional analysis

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Setting up the micro-collaboration...

- ▶ Micro-collaboration between **HUBerlin** (Ph. Wasserscheidt, R. Shamsutdinova) & **UCLouvain** (K. Van Goethem, M. Hermann)
- ▶ **Starting point:** common interest in Construction Grammar and corpus analysis
- ▶ **Relevant courses**
 - ▶ Dutch linguistics: Construction Grammar (UCLouvain)
 - ▶ Research methods (HUBerlin)
- ▶ **Course schedule**
 - ▶ Both in second semester
 - ▶ Semester February-May (UCLouvain) vs. April-July (HUBerlin)

Objectives

- ▶ Original objective: Work together on Construction Grammar
- ▶ Teachers and students should work together
- ▶ Learn the basics of Construction Grammar
- ▶ Learn to conduct a corpus-based analysis

Conditions & Matches

HUBerlin

- ▶ Level: B.A. course
- ▶ Content: Flexible (topic, method)
- ▶ Structure: Free
- ▶ Format: Seminar
- ▶ Time: Flexible
- ▶ Term time: April – July
- ▶ Size: Small group (unknown)
- ▶ Assignment: Not necessary
- ▶ LMS: Moodle
- ▶ Teaching language: German
- ▶ Object language: BCMS (Albanian)

UCLouvain

- ▶ Level: M.A. course
- ▶ Content: Partly flexible (topic, method)
- ▶ Structure: Free
- ▶ Format: Seminar
- ▶ Time: Fixed (Wednesday 2-4 pm)
- ▶ Term time: February – May
- ▶ Size: Medium group (known)
- ▶ Assignment: necessary
- ▶ LMS: Moodle, MS Teams
- ▶ Teaching language: Dutch
- ▶ Object language: Dutch

Challenges

- ▶ **Topic:** Construction Grammar proper not feasible
- ▶ **Time:** term time with little overlap (4 weeks)
- ▶ **Level:** M.A. vs. B.A.
- ▶ **Size:** Medium vs. small (unknown)
- ▶ **Assignment:** Different, but solvable
- ▶ **LMS:** different Moodle platforms, MS Teams not available at HUBerlin
- ▶ **Object language:** Dutch vs. Croatian (BCMS)
- ▶ **Teaching language:** Dutch vs. German/English

Solutions: topic

- ▶ Concentrate on **research method (corpus linguistics) and a case study** instead of on the theory (Construction Grammar)
 - ▶ Application of the theory (UCLouvain) vs. Starting point of the course (HUBerlin)
 - ▶ One common linguistic construction (German, Dutch, BCMS, Albanian, French)
 - ▶ Phenomenon should be present in all languages, and somehow similar, else a work in transnational groups would be difficult

Case study: Expressive Binominal Construction

Construction:

[*a N1 of a N2*] ↔ ‘a N2 with the (subjective-evaluative) property expressed by N1’

Example of a common construction between Dutch, German and Croatian:

- Dutch: [*een schat van een kind*] ↔ ‘a lovely child’ (lit. ‘a treasure of a child’)
- German: [*ein Bär von einem Mann*] ↔ ‘a very strong man’ (lit. ‘a bear of a man’)
- Croatian: [*čudo od djeteta*] ↔ ‘a talented child’ (lit. ‘a wonder of a child’)

Why this case study?

1

Interesting from a **cross-linguistic perspective:**

- The construction is productive in Dutch, German and Croatian, which allows for interlingual comparisons

2

Interesting from a **constructionist perspective:**

- The students will have to find out the typical and atypical properties of the construction at the form and meaning levels

3

Interesting from a **corpus-based perspective:**

- The corpus study will allow the students to analyze and compare the formal and semantic properties of the construction, and its productivity

Solutions: time

- ▶ **Hinge scenario** (pilot course in midth April – midth May 2022)
 - ▶ 4 weeks of joint teaching
 - ▶ Online (Zoom meetings)
 - ▶ In-class:
 - ▶ Socialising activity
 - ▶ Introduction into case study and methods
 - ▶ Group creation
 - ▶ Group work (partially)
 - ▶ Oral presentations
 - ▶ Off-class:
 - ▶ Videos (use of SketchEngine, use of Excel)
 - ▶ Group work (data annotation, preparation oral presentations)

Solutions: language

▶ Teaching language:

- ▶ English + Breakout rooms in local language of instruction
- ▶ Oral presentation: general parts in English, language-specific parts in Dutch/German

▶ Object language:

- ▶ Teaching materials in/on several languages (English, Dutch, German, French, Croatian)

Solutions: other

- ▶ **Level:** Mixed groups (BA +MA students), peer guidance scenario
- ▶ **Size:** Mixed groups with UCLouvain majority
 - ▶ 3 groups based on different semantic variants of the construction (positive, negative, augmentative)
- ▶ **Assignment:** Joint corpus analyses in groups with oral presentation at the end
 - ▶ UCLouvain students had an additional assignment for written paper and oral exam (comparison with morphological construction)
- ▶ **LMS:**
 - ▶ Zoom meetings
 - ▶ separate Moodle platforms
 - ▶ individual communication tools (Facebook, email, ...)

Three semantic categories

Positive connotation ('good')	Negative connotation ('bad')	Augmentative function ('big')
'wonder'	'dragon'	'giant'
'soul'	'monster'	'tree'
'dream'	'shit'	'bear'
'beauty'	'rubbish'	'wardrobe'
'treasure'	'zero'	'mountain'

▶ Group assignment

- ▶ 3 groups: 1 group per semantic category
- ▶ Mixed groups UCLouvain-HUBerlin

▶ Step 1

- ▶ Create a query to check if the 5 items of your semantic category are used in the N1 position of the Dutch/Croatian/German/Albanian cxn
 - ▶ HUBerlin: 2 languages (German + X)
 - ▶ UCLouvain: 1 language (Dutch), but syntactic + morphological cxn in Dutch

▶ Step 2

- ▶ Create and download a random sample of 500 occurrences per language/per construction
- ▶ Which items are used in which language?

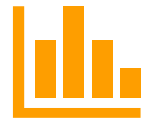
Organization of the 4 sessions



Session 1

Introduction
Getting to know
Presentation of the case study
Learning outcomes
Introduction to the corpus tool (SketchEngine)

- How to formulate corpus queries
- How to create and download a random corpus sample



Session 2

How to use Excel for data annotation and analysis
Selection of relevant criteria for the corpus analysis



Session 3

Data annotation
Q&A session: discussion of methodological problems and difficulties in the corpus analysis



Session 4

Group presentations and discussion of the results

Concrete learning outcomes

After this course you will be able to...

- ▶ conduct a corpus research in Sketch Engine
- ▶ sort and annotate examples in an Excel-file
- ▶ compare the findings between different languages
- ▶ report the results of a corpus study



Course kit materials

- ▶ **Powerpoints**
 - ▶ Powerpoint presentations for sessions 1-3
 - ▶ In-class presentations for the organization of the course
 - ▶ Available in 4 languages (Dutch, English, French, German)
 - ▶ Combination of input, learning activities (tasks), but also social activities
 - ▶ Getting-to-know games
 - ▶ Group selection (Random and mixed groups)
 - ▶ Virtual collaboration, break-out rooms (Q&A session)
 - ▶ Presentation of the competences
 - ▶ Mapping on research competence framework

Course kit materials

▶ Videos

- ▶ 4 Videos on use of SketchEngine (Dutch, English, French, German)
 - ▶ Select corpus
 - ▶ Simple query
 - ▶ Structure query
 - ▶ Complex query
- ▶ Separate audio, video and text files (mix and match!)
- ▶ Each video on 2 corpora (Croatian, German)

Course kit materials

▶ Corpus samples

- ▶ Monolingual corpus samples: Excel files in Croatian, Dutch, English, German
- ▶ Parallel corpus samples: English-German, English-Dutch, English-Croatian, etc.

▶ Literature

- ▶ Additional literature on the topic (Dutch construction)

Course kit features

- ▶ **Multilingual**

- ▶ Materials in Dutch, English, French, German, Croatian

- ▶ **Multi-format**

- ▶ E.g. videos in the following formats:
 - ▶ Mp4 (screen recording only)
 - ▶ Mp3 (voice over in Dutch, English, French, German)
 - ▶ Text of the voice over (in Dutch, English, French, German)
 - ▶ Instruction on how to combine video and audio

Platform

- ▶ Platform: <https://dione.nauci.me/>
- ▶ Registration: <https://dione.nauci.me/register/>
- ▶ Course kit: <https://dione.nauci.me/kit/construction-grammar-and-corpus-based-constructional-analysis/>



Construction Grammar and Corpus-based constructional analysis

The course has two modules: One module offers a basic introduction into Construction Grammar. The second module introduces the method of corpus-based constructional analysis.

Topic(s):

- Construction Grammar Constructional analysis
- Corpus-based analysis Cross-linguistic analysis Data annotation
- Research methods

Subject Area(s):

- Linguistics

Level(s):

- Early M.A. Later B.A.

Type:

- Comprehensive Unit



Course Kit information

Learning outcomes:

Underpinning methodologies:

Corpus linguistics

Creating (complex) corpus queries

Annotation and analysis of linguistic data

Didactic methodologies

Resources required:

Background literature on the theoretical framework of Construction Grammar (if not yet addressed earlier in the programme)

Technology needed:

Computer for each participant

Access to SketchEngine or NoSketchEngine

Spreadsheet programme

Platform for online collaboration (Zoom, Teams, ...)

People needed:

Besides the lecturers of the involved courses, it is useful to have back-up of a research assistant to facilitate the online collaboration (creating student lists, working groups, etc.)

Assessment:

Oral group presentation and discussion



Used resources

- [Corpus-based constructional analysis – in-class presentation on organisation – session 1 english](#)
- [Constructiegrammatica en ‘usage based’ taalkunde Verhagen 2005](#)
- [Corpus Select Video](#)
- [Corpus-based construction analysis Session 1](#)
- [Corpus-based constructional analysis – in-class presentation on organisation – session 1 dutch](#)
- [Corpus-based constructional analysis – in-class presentation on organisation – session 1 french](#)
- [‘Een schat van een kind’ Paardekooper 1956 Article](#)
- [Corpus-based constructional analysis – in-class presentation on organisation – session 2 english](#)
- [Presentation “Corpus-based constructional analysis” SESSION 2 \(DE\)](#)
- [Corpus-based constructional analysis – in-class presentation on organisation – session 1 german](#)
- [Corpus-based constructional analysis Select corpus TEXT](#)
- [Parallel corpus examples Construction EinvonEinem Englisch-German](#)
- [Parallel Corpus Example Construction EinvonEinem Englisch-Bulgarian](#)
- [Parallel corpus examples Construction EinvonEinem Englisch-Croatian](#)
- [Parallel corpus examples Construction EinvonEinem Englisch-Croatian](#)
- [Parallel corpus examples Construction EinvonEinem Englisch-Czech](#)
- [Parallel corpus examples Construction EinvonEinem Englisch-Dutch](#)
- [Parallel corpus examples Construction EinvonEinem Englisch-French](#)
- [Parallel corpus examples Construction EinvonEinem Englisch-Italian](#)
- [Parallel Corpus Example Construction EinvonEinem Englisch-Bosnian](#)
- [Parallel corpus examples Construction EinvonEinem Englisch-Polish](#)
- [Parallel corpus examples Construction EinvonEinem Englisch-Russian](#)
- [Parallel corpus examples Construction EinvonEinem Englisch-Serbian](#)
- [Parallel corpus examples Construction EinvonEinem Englisch-Slovak](#)

Conclusion

▶ Drawbacks:

- ▶ Time-consuming: needs more preparation time for both teachers and students
- ▶ Technical aspects (break-out rooms, group selection, questions in chat, etc.): useful to have back-up of an assistant!
- ▶ Some challenges are difficult to solve (e.g. language, group size)

▶ Benefits:

- ▶ International, multicultural experience at home for the students
- ▶ Interest of joint and international teaching experience

Questions?





Coffee break