

ZfAL 47

Hans Jürgen Heringer

Deutsch lernen mit Valenz-Chunks

The article expounds the idea of language learning with chunks. Chunks are typical, recurring microstructures with slots, they can be filled up and used by language learners in new contexts. Here, chunks are generated by a cooccurrence analysis of large German text corpora. They are filtered with a learner's vocabulary such that they are apt for learners of level B1. A battery of chunks represents the valency of a verb: Selection and internal structuration maps the valency structure.

Keywords: chunk, valency, language learning, valency structure

Una M. Röhr-Sendlmeier/ Udo Käser/ Tobias Wolf

Das Lernen komplexer sprachlicher Strukturen: Lernerfolg und Verbalisierbarkeit von Stilmerkmalen nach explizitem, implizitem und inzidentellem Lernen

*„Alles, was uns begegnet, lässt Spuren zurück,
alles trägt unmerklich zu unserer Bildung bei.“*
Johann Wolfgang von Goethe

731 pupils and university students were asked to read fictional texts, inducing an explicit, implicit and incidental mode of learning complex linguistic structures, i.e. features of literary style. Under the explicit learning condition one group worked under time pressure, whereas another had ample time. The number of correctly learned features as well as the learners' ability to give correct reasons for their answers were counted. The mode of learning had effects both on the amount of learned features and the number of correct reasons given. The majority of features were learned under the explicit condition without time pressure, followed by the implicit condition; the fewest features were learned explicitly under time pressure and incidentally, i.e. in a situation where the relevant information is not focussed and presented only briefly. Verbalization was most easily possible for explicitly learned features under both conditions of time. Implicitly learned features could be verbalized to a markedly lower degree. Significantly less incidentally learned features were verbalized. These findings support the position to regard incidental learning as a learning mode different from explicit and implicit learning. Differences between pupils and university students are discussed with respect to their different learning experiences.

Csaba Földes

Jeder spricht auf eine andere Weise gleich: Zur Architektur der Kommunikation unter Zweisprachigkeitsbedingungen

This paper is concerned with the cultural reality characterised by the communication within bi- or multilingual groups, in comparison to monolingual communication. In other words, such groups use their varieties of language differently.

In this respect the paper deals with a culture of multilingualism, with a primary aim of highlighting subtly the characteristics and structure of the bi- or multilingual way of speaking. In particular, the predominant goal of this study is to emphasize aspects of the "mixed" speech behaviour (the bilingual mode of discourse); and of innovations in speech and communication of transcultural bi- or multilingualism utilizing the example of the German as a minority language in Hungary.

On the basis of the research it has become clear that linguistic variations and differences should not be viewed automatically as

individual mistakes but as a reaction to a new communicative challenge. The conclusions for the discipline of 'applied linguistics' encompass that: all outcomes of communicative dynamic processes on the system of language concerning monolingual as well as bilingual language behaviour (inclusive of both "natural" and "artificial" bi- or multilingualism), should be considered more subtly both in theory and practice. In addition these outcomes must be analysed and heuristically described within an integrated frame.

Markus Wiene

Multisensorische Textrezeption. Zum texttheoretischen Potential einer Semiolinguistik des Textes

The present article states that the consideration of any object being a text depends on communicative acts of both the producers and the recipients. Based on the semiolinguistic framework given by the theories of Kress and van Leeuwen as well as Stöckl it is argued that in multimodal communication recipients cannot only be sketched out as comprehending and interpreting communicators. It rather has to be adjudged that the acts of reception themselves already have to be seen as means of determining whether and to which degree material objects qualify as texts.

The article points out that and why in semiotically complex communication taking the recipient into account is crucial to linguistic analysis. As seen from the side of reception, multimodal communication in most cases is processed via more than one sensory system. First, depending on whether recipients actually do or do not include some class of sensory stimuli in meaning-making, different text objects are constructed both mentally and materially. Second, depending on the sensory systems actually involved in an act of reception and with reference to the four basic groups of two-dimensional multisensory receptions, four elementary classes of texts can be explicated. Third, accepting meaning-making as a criterion for declaring material objects as texts, the importance of linguistic expertise becomes evident, even in cases of semiotically complex communication that do not involve language-signs that may be taken as empirical and perceivable semiotic resources.

Michael Hoffmann

**Stolperstein Funktionalstil
Anmerkungen zum Kapitel „Text“ in der Neuauflage der
Duden-Grammatik**

The theory of functional styles (respectively functional registers) founded by the Linguistic School of Prague is of particular interest not only for stylistics and sociolinguistics but also – as has become obvious recently – for text linguistics. The system of functional styles provides a lot of special categorizations with regard to communicative functions, social frames, and formulation patterns, which turn out to be attractive for the differentiation of text types. However, an insufficiently reflected application of the well-known theory can put at risk the whole plausibility of this approach. The present article refers to the description of textual patterns in the new edition of the German *Duden* Grammar (2005) in order to put some components of the theory in its true light. In this respect the paper will focus e.g. on the relationship between lonely hearts ads and everyday language as well as on cooking recipes and their relation to the language of the press.