The goal of this paper is to explore what types of lexical and grammatical in-
formations are needed to adequately convey the meaning of German verbs in con-
structional contexts. We focus on the constructional contexts of the verb "haben" as an exam-
ple of a verb with a high frequency of occurrence in written German.

Abstract:

What types of lexical and grammatical information should a learner's dictionary of
German provide? We investigate whether a dictionary that includes verb
constructions can help learners to understand the meaning of German verbs in
constructional contexts.

Keywords: constructional vocabulary, learning and teaching; German

Introduction

Frames and constructions in an online learner's dictionary of German

Hans C. Boas, Ryan Dux, and Alexander Ziem
2.1 Frame Semantics and FramedLexicon (G-FOl)

Introducing the German Frame-based Online

Summarizes the findings and discusses plans to be addressed by future research.

In the present paper, we consider the role of non-categorical attributes in the interpretation of lexical items, focusing on the concept of "frame semantics". This approach allows for a more flexible and context-dependent interpretation of lexical items, as opposed to traditional, categorical views. In this section, we discuss the role of non-categorical attributes in the interpretation of lexical items.

In the next section, we present a model of the German frame-based lexicon (G-FOI). Based on this model, we propose a new approach to the interpretation of lexical items, which considers the role of non-categorical attributes in a more nuanced way. This approach is based on the idea that lexical items can be interpreted in terms of the "frames" or conceptual structures that they represent.

In the final section, we discuss the implications of this approach for the development of linguistic theories and models of language processing. We argue that this approach offers a more flexible and context-dependent interpretation of lexical items, which can better account for the complexity and variability of natural language.

2.2 German Frame-based Lexicon

In the case of the German frame-based lexicon, we consider the role of non-categorical attributes in the interpretation of lexical items. This approach allows for a more flexible and context-dependent interpretation of lexical items, as opposed to traditional, categorical views.

In this section, we discuss the role of non-categorical attributes in the interpretation of lexical items. We propose a new approach to the interpretation of lexical items, which considers the role of non-categorical attributes in a more nuanced way. This approach is based on the idea that lexical items can be interpreted in terms of the "frames" or conceptual structures that they represent.

In the final section, we discuss the implications of this approach for the development of linguistic theories and models of language processing. We argue that this approach offers a more flexible and context-dependent interpretation of lexical items, which can better account for the complexity and variability of natural language.
...
The German Frame-based Online Lexicon

2.3. The German Frame-based Online Lexicon

This is a paragraph of text that discusses the German Frame-based Online Lexicon. The paragraph explains how the lexicon works and its various features. It mentions that the lexicon is used to facilitate learning and research in German language and culture. The paragraph also highlights the importance of the lexicon in helping students and researchers to better understand and utilize German words and phrases in their studies.

2.2. Multilingual Frameworks

This section discusses the concept of multilingual frameworks and their importance in language learning and translation. The section explains how these frameworks can be used to facilitate the process of learning and translating between different languages. It also highlights the challenges that come with using multilingual frameworks and how they can be overcome.

The examples in the text illustrate how semantic frames are used in different languages, such as English and German, to express similar concepts. This helps to highlight the similarities and differences between these languages and how they can be used interchangeably in various contexts.
The basic idea was to use existing English frames to generate German frames, which then served as a basis for the construction of an online frame dictionary of German.

In the process, we decided to begin with English "predicate frames" and to use the English words found in these frames as a starting point for generating German frames. This approach allowed us to leverage the wealth of existing English frames and to draw on the rich linguistic resources available in the English language.

To create German frames, we used a computer program called "FrameNet" which is designed to extract frames from text and to generate corresponding noun phrases. The program was run on a large corpus of German text, and the resulting frames were analyzed and organized according to their semantic categories.

The resulting German frames were then compared to the English frames in order to identify words that corresponded to the same semantic category. This process allowed us to create a comprehensive dictionary of German frames that could be used for a wide range of applications, including machine translation, natural language processing, and human-machine interaction.

The German frame dictionary was then used to generate the German frames for the "in die Nahrung" frame, which was then translated into English as "in the food". The resulting English frame was then used to generate the "in the food" frame in English, and the process was repeated for several more frames.

The resulting English frames were then used to generate corresponding German frames, which were then compared to the original German frames to ensure accuracy and consistency. This process allowed us to create a comprehensive dictionary of German frames that could be used for a wide range of applications, including machine translation, natural language processing, and human-machine interaction.
Grammar Notes: Common Collocations

In the context of the phrase "to push the button," the expression can be used in various ways:

1. To express a desire or intention: "I want to push the button." (indicating the action is desired)
2. To indicate an accidental or unintentional action: "I accidentally pushed the button." (indicating the action was not intended)
3. To show a preference or preference: "I prefer to push the button." (indicating a preference for action)
4. To express a need or necessity: "I need to push the button." (indicating the action is necessary)

Common collocations include:

- push the button
- press the button
- click the button
- depress the button
- activate the button

Incorporating these collocations into your writing will enhance your language skills and make your writing more natural and effective.
3.4 Completing the Lemmas Dictionary: Why Constructions

From Frames to Constructions

The following section sketches how constructional information can be integrated into the G-FOIL. Following section sketches how constructional information can be integrated into the G-FOIL. The following section sketches how constructional information can be integrated into the G-FOIL.
3.2 Analyzing and Exploring Constructions in FrameNet

FrameNet provides the following advantages to aid in sentence interpretation:

- *Premise*-oriented, not *conjunction*-oriented: For example, "I do not like apples" conveys more information than "I do not like the apples." FrameNet allows for a more nuanced and context-dependent view of word meanings.

Over the past two decades, the FrameNet community has focused on developing tools and resources to aid in natural language understanding and generation.

### Example from FrameNet

**Premise**: "The meaning of the prepositional verb "show" in (2) is different from the meaning of "show" in (3).

**Frame**: "Show" (3a) with (3b). The meaning of the prepositional verb "show"

**Conjunction**: (2b) with (3b). These powerbrokers regularly drive with their chauffeur.

**Semantic Link**: (2a) and (3b). This is an example of a semantic link that connects the frames "show" and "show" in (2a) and (3b).
Pramas and constructions in an online learner's dictionary of German

Table 2: Annotation of lexical and grammatical units (cf. Pirrello 2002: Chapter 5)

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3.3 Integrating constructive information into 6-FOL

3.3.1 Examples of constructive information

a) Constructive information that is not 6-FOL

The example in (a) is an example of non-6-FOL information. The example is: "The dog ran across the park." This example does not contain any 6-FOL information. It simply describes an event that occurred in the park.

b) Constructive information that is 6-FOL

The example in (b) is an example of 6-FOL information. The example is: "The dog ran across the park, and the cat sat on the fence." This example contains both 6-FOL information ("The dog ran across the park.") and non-6-FOL information ("and the cat sat on the fence.").

3.3.2 Integrating constructive information into 6-FOL

To integrate constructive information into 6-FOL, we need to identify the type of information and then use the appropriate rules to incorporate it into the 6-FOL framework. For example, if we have a sentence like "The dog ran across the park," we can use the following rules to incorporate it into 6-FOL:

- **Theme**: The theme is the subject of the sentence. In this case, "The dog ran across the park." the theme is "The dog." The theme is the subject of the sentence and is therefore the most important piece of information.

- **Recipient**: The recipient is the person or thing that receives the theme. In this case, "The dog ran across the park." the recipient is "the park." The recipient is the person or thing that receives the theme and is therefore important to the sentence.

- **Donor**: The donor is the person or thing that is doing the action. In this case, "The dog ran across the park." the donor is "the dog." The donor is the person or thing that is doing the action and is therefore important to the sentence.

- **Recipient of the Recipient**: This is the person or thing that receives the recipient. In this case, "The dog ran across the park." the recipient of the recipient is "the park." The recipient of the recipient is the person or thing that receives the recipient and is therefore important to the sentence.

- **Theme of the Recipient**: This is the theme that is associated with the recipient. In this case, "The dog ran across the park." the theme of the recipient is "across the park." The theme of the recipient is the theme that is associated with the recipient and is therefore important to the sentence.

- **Donor of the Donor**: This is the donor that is doing the action. In this case, "The dog ran across the park." the donor of the donor is "the owner of the dog." The donor of the donor is the donor that is doing the action and is therefore important to the sentence.

- **Theme of the Donor**: This is the theme that is associated with the donor. In this case, "The dog ran across the park." the theme of the donor is "ran across the park." The theme of the donor is the theme that is associated with the donor and is therefore important to the sentence.
4 Conclusions and outlook

This paper reported on the conceptual development and implementation of multi-word resources and multi-word application. Proceeding of the German 2014 Conference on Parallel Language Resources, (CPLR'14), E. Fourchat and J. Vosecký (Eds.), Elsevier Science Publishers BV, Amsterdam, The Netherlands.

In this section, we investigated the impact of incorporating multi-word expressions into education. We evaluated multi-word resources, specifically German word and phrase resources, in the context of classroom learning. The results showed that multi-word resources significantly enhanced student performance and understanding. Integrating multi-word resources into daily classroom activities improved student engagement and comprehension levels.

In conclusion, we believe that multi-word resources are essential tools for education. They provide a wealth of information that can enrich the learning experience and improve student outcomes. Further research is needed to explore the full potential of multi-word resources in various educational settings. We encourage educators to incorporate multi-word resources into their teaching practices to enhance learning outcomes.

References


4.1 Conclusion

In conclusion, the integration of multi-word resources into education has shown promising results. These resources not only improve understanding but also enhance engagement levels. Further research is needed to explore the long-term effects of incorporating multi-word resources into classroom activities. We recommend that educators consider utilizing multi-word resources to enhance the learning experience and promote a deeper understanding of language.


Introduction

Swedish construction aids and the usefulness of a language education: On constructions in second language pedagogy

Julia Pratemark and Sofia Tingell

Lisa Loothen, Bengtmin Lyngfelt, Joel Olsson

Keywords: Language pedagogy; Second language learning; Construction grammar

Abstract: This chapter addresses the need for better coverage of second-internal Swedish construction aids and the usefulness of a language education: On constructions in second language pedagogy. The aim of the chapter is to provide an overview of the current research on Swedish construction grammar, with a focus on the usefulness of second-language learning. The chapter discusses the importance of language education in second language pedagogy, and presents a framework for the development of teaching aids for Swedish construction grammar. The chapter concludes with a discussion of the potential of language education in second language pedagogy, and outlines future research directions.