

The phraseodidactic potential of newer approaches to foreign language teaching and learning

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ABSTRACT

An important task of foreign language teaching is to promote the lexical competence by initiating acquisition in the field of phraseology. One of the most influential models in the design of phraseology-related vocabulary teaching and learning is Peter Kühn's phraseodidactic three-step model of identification, encoding and active use of phrasemes. In this article, we introduce the three-step model and then discuss its theoretic and didactic implications and usability in relation to a selection of newer didactic approaches. Our hypothesis is that the three-step model is not sufficient as a didactic principle, and that other didactic approaches, such as the plurilingual approach and task-based learning, can contribute significantly to improve the teaching and thereby the learning process of phraseology in foreign languages.

Keywords: Phraseology; phraseodidactics; three-step model; plurilingual approach; task-based learning.

1. Introduction

Today, the consensus in didactics of German as a foreign language (GFL) is that phraseology is an integral part of the vocabulary and, therefore, important for language teaching and learning (Hallsteinsdóttir 2011). German language teaching today partially – and increasingly – adapts to this view (Kacjan, Enčeva, and Jazbec 2023, 196). Even though textbook analyses show that phraseology still lacks consideration in learning materials for GFL, phraseology is indeed increasingly being included in textbooks and other educational materials, e.g.,

the chapter on formulaic language in Barkowski *et al.* (2017). Also, the incorporation of phraseology (i.e. fixed expressions) into the Common European Framework of Reference for Languages (CEFR) back in 2001, as one of three groups of vocabulary elements belonging to the lexical competence (Council of Europe 2001, 110-111), provides an essential basis for the incorporation of phraseology in language teaching. Phraseology in the CEFR, though, is a subject of an ongoing controversial debate and the accompanying volume of the Framework of Reference (Council of Europe 2020) contains hardly any innovations on phraseology. Furthermore, in contrast to the growing focus on the relevance of phraseology in learning materials and curricula documents for GFL, training programmes do not always promote the phraseological competence of language teachers accordingly.

Our text is a contribution to the development of an integrative framework for vocabulary learning.¹ It is partly based on the results of the theoretical work on a learning platform for multiword units of the project *Plurilingual Phraseology: Learning multiword units through English* which was funded by the Erasmus+ program of the EU² and the ongoing follow-up project *PhraseoLab 2.0* (<https://phraseolab.org>).³

There is already a wide variety of didactic approaches, materials, learning and teaching concepts for teaching languages that are applicable to phraseology but not implemented in phraseodidactics yet. In this contribution, we will discuss some of those approaches and how they can point the way towards a more integrative ways of foreign language teaching. First, we explore the potential(s) – but also limitations – of step or phase modelling of training vocabulary. Then we discuss how newer language didactic approaches, such as plurilingualism in the sense of the Framework of Reference for Pluralistic Approaches to Languages and Cultures (Candelier *et al.* 2009), as well as task-based and form-focused activities can contribute to teaching phrasemes, i.e. extend the existing step models. Our discussion is implemented in the framework of the communicative approach to language teaching as in the CEFR, which focuses on promoting communicative competencies and preparing the learners for real-life communication (Council of Europe 2001, 2020).

1 Parts of this text have been published in German in Hallsteinsdóttir and Chrissou (2024; 2025).

2 Erasmus+ project 2021-1-ES01-KA220-HED-000023469.

3 For the theoretical orientation and examples from the project, see Hallsteinsdóttir and Chrissou (2024, 2025).

2. Phraseology in German as a foreign language (GFL)

2.1 Step models for training phrasemes

Phraseodidactics, defined as didactic approaches to phraseology, includes a broad variety of aspects that are relevant in relation to the systematic teaching of phrasemes in both first and foreign languages (Ettinger 2001, 87). Since its publication, the three-step model of training phrasemes by Kühn (1992) has been regarded as the phraseodidactic approach par excellence. The first version of the model, based on an approach to vocabulary learning in English as a foreign language (Doyé 1971, quoted in Haß 2021, 86), divides the learning process into the two phases of receptive analysis and productive use. Receptive analysis involves the first two steps, identifying a combination of words as a lexicalized unit, i.e. phraseme, and decoding its meaning from the text. The third step includes adequate use of the phraseme in communication (Kühn 1992, 184).

Kühn himself describes the learning processes when using the three-step model as time-consuming and labor-intensive learning (Kühn 1992, 185). Nevertheless, his model has been implemented in several didactic frameworks. Accordingly, many variations on the modelling of identification, decoding of meaning, and active use of phrasemes in texts as steps in the learning process exist (e.g. Lüger 1997, 2019, 73; Ettinger 2019, 100; Laskowski 2010; Bergerová 2011). What the models have in common is that they serve as highly instructive guidelines that structure and control the learning process. As an example of newer approaches, Kacjan, Enčeva, and Jazbec set the three-step model – in a variation with four steps – as the overall framework that constitutes the micro-level of teaching phraseology in foreign languages (Kacjan, Enčeva, and Jazbec 2023, 180) and thus controls the internal influencing factors determining phraseology in the classroom.

Kühn developed the three-step model for teaching and learning phraseology in the narrow sense, i.e. idioms. But the increasing interest in phraseology in a broad sense in recent research requires new phraseodidactic approaches, as e.g. already implemented in collocation didactics (Reder 2006; Ďurčo 2017; Reder 2023; Targońska 2023), or in didactic approaches to linguistic routines and chunks that even go beyond lexical units (Aguado 2015; Hallsteinsdóttir 2024). We follow this development and take the opportunity to advocate for integrative vocabulary training and thereby fall back on yet another model by Peter Kühn and its further developments.

2.2 Step models for training vocabulary

In addition to his three-step model of training phrasemes, Kühn (2000, quoted in Kühn 2013) introduces a three-step model for training single words in L1 teaching. The first step is the semanticization of the word in the given text, then, in the second step, its acquisition and processing by connecting the word

to other elements in the mental lexicon, and, as a final step, the “(re)activation of the vocabulary in its addressee, intention and situation-specific use in texts and text types, especially in writing processes” (Kühn 2013, 160).⁴ A few years later, Feilke (2009) expands Kühn’s model and thereby includes both single words and phrasemes. He divides the model into the three phases of reception, reflection, and production, and specifies those in terms of tasks, goals, and methods in the classroom that contribute to the development of the learners’ lexical competence (Fig. 1).

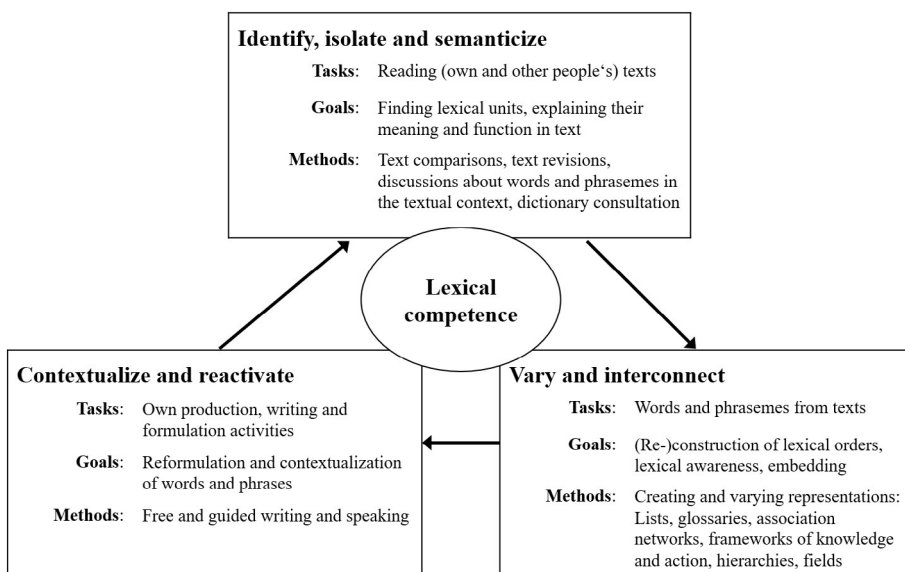


Fig. 1. Feilke's three-step model of training vocabulary (Feilke 2009, 10)

The vocabulary training is text-based and thereby the learners identify both unknown and already known relevant words and phrasemes, examine them thoroughly and finally are able to apply them in their own texts (Feilke 2009, 10).

To begin with, we would like to emphasize two aspects that deviate from the phraseodidactic three-step model. Firstly, the model has a reflection phase, in which the learners carry out exploratory work as a part of the learning process. Secondly, the model provides both for the expansion of vocabulary through the learning of unknown lexical units and its consolidation through the training of (already known) relevant words and phrases (Kilian 2016, 2021, 36-37). The main innovation of the model, however, is that it lays the foundation for an integrative approach to vocabulary teaching. With such an approach, vocabulary

4 All direct citations and figures in German have been translated into English by the authors.

is viewed holistically, and phraseological competence is understood as part of lexical competence as in the CEFR. Even though a holistic-integrative approach has been present in phraseology for some time (Hallsteinsdóttir 2007, 2023), Feilke's model has hardly been discussed in GFL phraseodidactics.

However, the model is well known in approaches to vocabulary teaching in German as L1 today and it is considered an effective model for the successful expansion of vocabulary (Kilian 2021, 96-97) and the development of lexical competence (Kilian 2021, 164). Newer frameworks based on Feilke's model implement an integrative approach to vocabulary also in a broader sense including both single words and phrasemes, although not always in an explicit or systematic way (Kilian 2021, 25 and 160; Haß 2021; Haß and Hoffmann 2019, 7; on L1 phraseodidactics Juska-Bacher 2023).

One of the most elaborate versions of Feilke's model with a sequence of a total of six steps was developed by Haß and Hoffmann (2019) in the project *Wortschatzwissen* (Vocabulary Knowledge⁵). They relate the steps to their relevance in the phases of reception, reflection, and production (Fig. 2). In the model, reception and production refer to the type of learners' activity in each step, whereby the learning process is defined as an active engagement with the vocabulary, whether it is training awareness through decontextualization or re-contextualization or testing in own language use. Ideally, reflection should take place in all steps.

Already in Feilke's model, the phases of reception, reflection and production are no longer arranged in a linear fashion but connected in a circle with arrows. Haß and Hoffmann also emphasize that all steps should "promote receptive and productive learning activity as much as possible" (Haß and Hoffmann 2019, 10). In order to grasp this non-linearity, we propose to classify the learning aspects of reception, reflection and production as bundles of learners' knowledge and skills that intertwine and constitute vocabulary competence (Fig. 3) (Kilian 2021, 30-33).

In this way, in particular, the "metalinguistic vocabulary reflection" (Kilian 2021, 98), and aspects of "language-reflexive competence" (Juska-Bacher 2023, 95), and the interconnections of lexical units, words and phrasemes, can be made tangible in the mental lexicon.

5 *Wortschatzwissen* (www.wortschatzwissen.de) is being developed as an Open Educational Resource at the University of Duisburg-Essen and is currently still in progress. The project is aimed at secondary school teachers, trainee teachers, and students in grades 5–10. It combines an accessible online platform for exploring and learning vocabulary with a range of instructional resources for classroom use. The site offers a curated core vocabulary enriched with contextualized examples to support effective language use and foster independent learning (see: https://duepublico2.uni-due.de/receive/duepublico_mods_00070806).

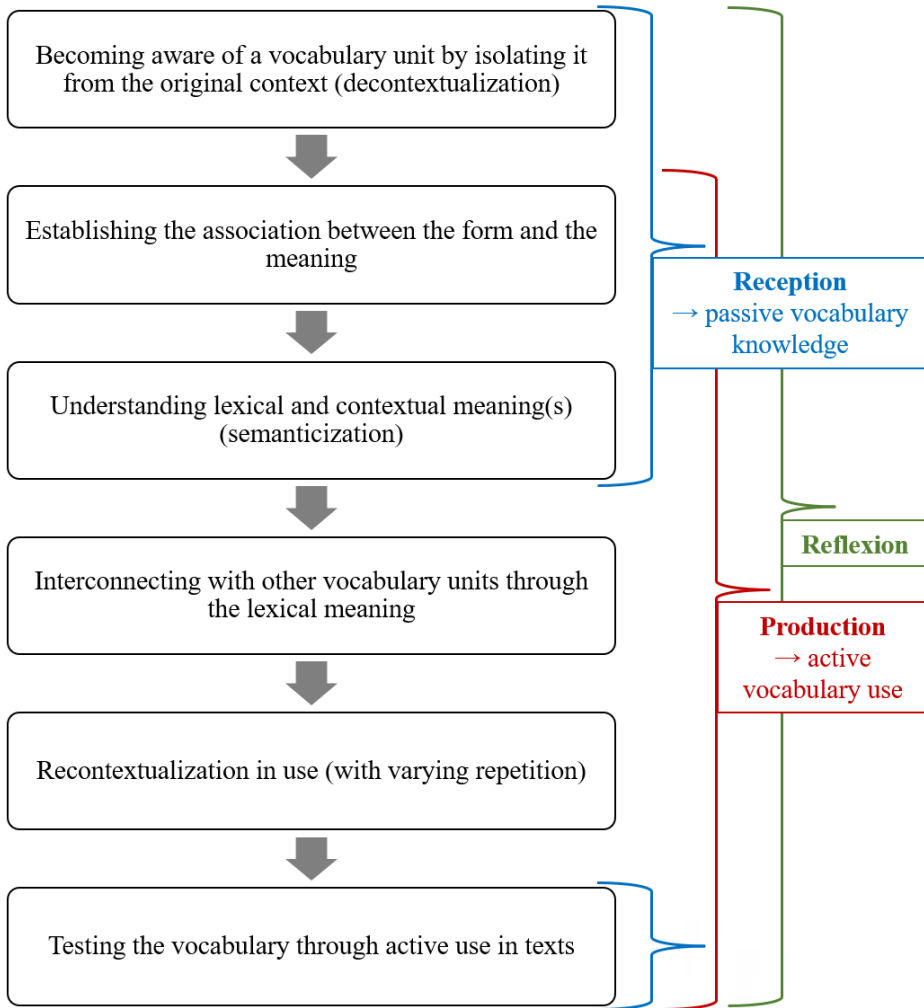


Fig. 2. The vocabulary training steps of Haß and Hofmann (2019, 10-11) in a modified presentation with a visualization of the phases of *reception*, *production* and *reflection*.

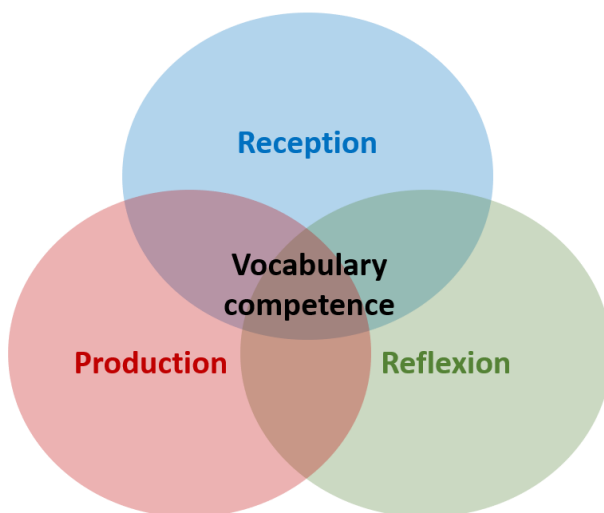


Fig. 3. Reception, production, and reflection as components of vocabulary competence

Haß and Hoffmann (2019) also differentiate between teaching as a process controlled by the teacher and learning as learners' activities aiming at building and strengthening lexical competence. We believe this distinction is essential for understanding and implementing models for vocabulary learning because structuring teaching as a linear sequence of steps is a methodological approach that is indeed on a different level than the modelling of the learners' process of learning languages.

It is the vocabulary competence of the learners, in combination with the didactic approaches of the teacher that enables reflection, reception, and production. On the one hand, existing lexical competence, i.e. vocabulary and metalinguistic vocabulary knowledge, is the prerequisite for learning, including metalinguistic awareness and reflection, to take place. On the other hand, the instructional support of the receptive and active knowledge of vocabulary and the competence to use it (Ulrich 2013, 524, quoted in Kilian 2021, 30; Reder 2023, 134) is also the (preliminary) result of the learning process.

Guided vocabulary learning is regarded as the process of four central learning steps that lead to the storage of vocabulary units in the mental lexicon (Börner 2000, 30-31, quoted in Kilian 2021, 94). The learning objective is to build up vocabulary competence. Step models can therefore be regarded as a (simplified) representation of the steps in the learning process with the aim of storing a lexical unit in the mental lexicon and thus serve as a starting point for

the linear structuring of the teaching. However, this does not mean that the learning process itself is always strictly linear, or that vocabulary learning must take place by working through a fixed sequence of steps. Thus, the linearity of phraseodidactic step models should be relativised in favour of a variety of methods.

However, there is no one-size-fits-all in vocabulary learning. Instead, the goals of vocabulary teaching can be achieved in several ways. “A combination of direct and indirect paths, of approaches to object-language word learning with approaches to meta-linguistic vocabulary reflection” (Kilian 2021, 99) can be considered particularly effective. We therefore emphasize that successful vocabulary training requires varied interplay of different methods over a longer period as e.g. in robust vocabulary training (Kilian 2021, 104; Reder 2023; Vasylyeva/Kurtz 2015), and their implementation in didactic frameworks.

3. Newer approaches in language education

In view of newer developments in the field of language didactics, we believe that the following didactic approaches are suitable for enriching step models in the field of phraseology, but also vocabulary learning in general.

3.1 The plurilingual approach

Contrastive phraseology has always been an essential framework for the teaching and learning of phraseology in foreign languages (Breindl, Dalmas, and Dobrovol'skij 2023, 197). In phraseodidactics, the contrastive approach manifests on different levels in relation to phraseology in the first, second or already learned foreign languages, e.g.

- in the equivalence-based selection of phrasemes to be learned, assuming that similar phrasemes are easier to learn,
- in the determination and description of similarities and differences in meaning and language-specific contexts of use based on corpus data,
- in the implementation of phraseology in educational materials and in the classroom, e.g. in the determination of learning progression (Hallsteinsdóttir, and Chrissou 2024, 20; Sulikowska 2024, 113-114),
- in the implementation of phraseology in the teacher training and,
- in didactic research, e.g. on interlingual aspects of phraseological competence.

The plurilingual approach is based on the fact that learning generally takes place through the integration of new knowledge into existing concepts. Thus, the linguistic knowledge and competencies already acquired in other languages are the fundamental basis for the acquisition of more languages. Learning languages can therefore be promoted by using connections to other languages (Candelier *et al.* 2009, 5). The plurilingual approach aims to develop “methods

for cross-linguistic learning” (Bradlaw and Schmorré 2021, 16) using transfer mechanisms between the language to be learned by linking new linguistic input with already existing knowledge structures. Thus, it implies the necessity of enabling learners to learn vocabulary not only by drawing on knowledge from the L1 – most contrastive phraseodidactic approaches are based on research on the role of L1 in foreign language learning (Hallsteinsdóttir 2007), – but also from English as the L2 for most learners today, and other languages (L3 etc.). Based on this assumption, the use of existing phraseological knowledge in L1 and L2, is of particular importance for the initiation of new learning processes to “strengthening and expanding the connections in the learners’ mental lexicon” (Bradlaw and Schmorré 2021, 16).

The benefits of the plurilingual approach to teaching and learning vocabulary are not limited to the advantages of positive transfer from other languages. At the interface of language and culture, affective aspects can be explored based on the plurilingual repertoire of the learners and in connection with the (comparative) reflection of cultural phenomena. Due to their metaphorical-metonymic motivational basis and expressive-judgmental function, particularly “culture-sensitive phrasemes” (Reder 2023, 143) have a strong affective potential. Phraseology therefore is an interesting phenomenon in relation to “affective connotations” (Kilian 2021, 104), that traditionally do not get much attention in vocabulary training, as well as the activation of emotionality and humour in the learning process. Furthermore, the integration of affective aspects opens an interface with intercultural competence.

3.2 Task-based learning and focus on form

Task-based learning has its roots in the Anglo-American foreign language didactic tradition of the 1980s. It is essentially linked to communicative approaches to foreign language didactics as it uses language for extra-linguistic purposes to achieve communicative goals. A task introduces an action-orientated learning opportunity based on a work instruction or a question, which “requires a whole series of different but interrelated situations of negotiating, planning, writing, reading etc”. (Portmann-Tselikas 2001, 17) and thereby motivates authentic action and stimulates the heuristic examination of content in the sense of scenario didactics (Piepho 2003, 65; Roche and Terrasi-Haufe 2017).

Legutke (1997, 106) argues for the bundling of form-focused exercises and content orientated tasks in sequences which comprise different, partly differentiated strands of action. The form-focused exercises thereby serve as an introductory phase and lead to a smooth transition to more complex communicative tasks. In this function, form-focused learning activities purpose is to enrich the training of partial linguistic competencies such as the lexical competence, e.g. by working with phrasemes (and single words) in relation to a given topic, defined situation, or a semantic field, using dictionaries and databases to explore

correct linguistic forms and add unknown vocabulary. Then, in following activities, the learners use the vocabulary to solve a communicative task.

It is noticeable that most variants of Kühn's three-step model support the learning process through form-focused exercises with more or less strict instructions without considering other forms of learning activities. Form-focused learning activities, e.g. automatization of form and meaning, are useful for strengthening linguistic accuracy. However, for the implementation of the principle of learner-centred teaching, they cannot stand alone, but need to be combined with subjectively meaningful communicative tasks focusing on content in language reception and production activities and enabling individual initiative and creativity (Chrissou 2022, 133; Reder 2023, 145).

4. Conclusion

One – somewhat surprising – result of the evaluation of existing research is that phraseology is discussed in L1 vocabulary didactics, albeit still somewhat inconspicuously and unsystematically. Meanwhile, phraseodidactics in GFL has remained stuck in multiple variations of linear step models focusing on phrasemes only. Due to their linearity, these models do not provide for recursive practice sequences, i.e., they do not account for the possibility of using non-authentic linguistic material to aid the teaching process or to repeat learning activities in the classroom, e.g. to practice automatization in language use or train vocabulary extension. Besides, the strict requirement that working with phraseology should always take place in authentic texts also leaves little room for decontextualised exercises for reflection or task-based activities. We, in contrast, argue that an integrative approach to vocabulary learning, including both single words and phrasemes (with a broad definition of phraseology) is a more suitable basis for an effective language education.

In this contribution to the development of an integrative framework for vocabulary learning, we have brought together and discussed existing step models and a selection of newer didactic approaches. Our conclusion is that the three-step model should be complemented or even replaced by other didactic approaches in some contexts. We suggest developing an integrative theoretical and methodological framework for teaching and learning vocabulary that includes both single words and phrasemes in systematic vocabulary training and a variety of methods and vocabulary training activities. Further work on the framework should integrate and further develop the models presented as well as generate new concepts.

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