

Applied Construction Grammar

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The Road Map

1. Introduction
2. The Way Construction
3. Teaching of the Way Cx
4. Lesson Plans
5. Let's create one together

Hold up...

Ever heard of construction grammar? What is it?

Introduction- Main Tenets

- What is construction grammar? (Goldberg, 1995, 2006) Applied construction grammar? (De Knop & Gilquin, 2016)

Prefixes, suffixes	Words	Fixed expressions	Partially fixed expressions	Fully abstract
<i>un-, re-, de-...</i>	<i>cat, dog, bird...</i>	<i>Here you are</i>	<i>The Xer, The Yer</i>	<i>Subj Verb Obj Oblique</i>

- Constructivism, flipped teaching, and usage-based approaches (Behrens, 2021)
- Language learning: general domain cognitive abilities (Divjak, 2019), transitional probabilities (Diesse, 2016), frequency & generalization (Goldberg, 2006, 2019), exemplars (Bybee 2010), item-specificity (Herbst, 2020), and generalization (Goldberg, 2019; Herbst, 2020).
- Individual grammars (Dabrowska, 2012)

Introduction - Cont.

Perhaps most importantly...

Language unfolds in usage events (Diessel, 2016)

Thus, we need communicative tasks to teach constructions.

The Way Construction (Goldberg, 1995, p. 207)

Way Construction: Means Interpretation

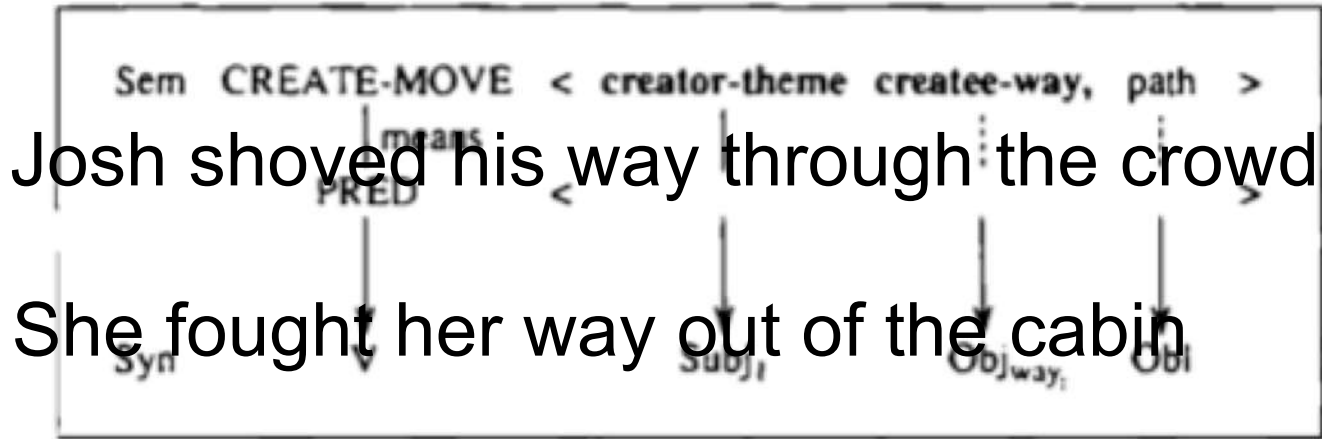


Figure 9.1

The Way Cx - Continued

??She went her way to NY (Goldberg, 1995)

The novice skier walked her way down the ski slope → **CONTEXT MATTERS**

ITEMS-IN-CONSTRUCTION → *make* (she made her way to NY).

Subject	Verb	Possessive	WAY	Path
SHE HE THEY I	MAKE WORK FIND PICK PUSH	HER HIS THEIR MY		THROUGH TO BACK DOWN UP INTO OF ACROSS TOWARDS OUT

The Way Cx - Teaching of it

Form: subject + verb + possessive + WAY + path

Meaning: motion through a crowd, mass, obstacle, or other difficulty

COLLO-PROFILE → example sentences are based on it.

Lesson Plan Outline

- Get in groups of 3 or 4
- Examine the sample lesson plan outline
- Identify the main tenets of CxG

Lesson Plan- Let's create one!

- Stay in your groups
- Grab a scrap paper
- Get started!
- 15 mins, follow Bloom's taxonomy on the next slide.

Example lesson plan + materials, lesson plan outline

<https://docs.google.com/document/d/1IYJJjqDpe0x9LGQ-kHyVdq26QlthrP--/edit?usp=sharing&oid=117813781844799435275&rtpof=true&sd=true>



Level of Thinking	Key Question / Verb Examples	Examples of Comprehensible Input-Based Activities			
1. REMEMBER <i>(lowest level)</i> <i>Retrieving, recognizing, and recalling relevant knowledge from long-term memory.</i>	Can the student recall or remember the information? arrange, define, label, list, match, memorize, name, order, recall, recognize, repeat, reproduce, restate, state	*Answer questions that begin with who, what, when, where (if the answer is explicitly given in a story) *Match characters to action/dialogue *Information gap questions *True-False, Either/Or statements *Match L2 vocabulary to English	4. ANALYZE <i>Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose.</i>	Can the student distinguish between the different parts? analyze, appraise, attribute, break down, calculate, categorize, compare, contrast, differentiate, , discriminate, dissect, distinguish, examine, organize, question, test	*Answer <u>why</u> or <u>open-ended</u> questions (when answer is indirectly stated or implied in a story) *Break down the main actions of the story *Use a VENN diagram to compare and contrast (characters, situations, countries, cultures, schools, etc.)
2. UNDERSTAND <i>Constructing meaning from oral, written, and graphic messages.</i>	Can the student explain ideas or concepts? classify, compare, describe, discuss, explain, express, give examples, give main idea, infer, interpret, paraphrase, report, review, select, summarize, translate	*Summarize a story in own words *Restate main idea of story *Explain why a character in a story does/says something (when answer was stated in story) *Describe a person/place in the story *Translate text aloud to English	5. EVALUATE <i>Making judgments based on criteria and standards.</i>	Can the student justify a stand or decision? argue, appraise, assess critique, check, conclude, compare, criticize, defend, estimate, evaluate, judge, justify, predict, rate, select, support, value	*Evaluate appropriate/inappropriate actions of characters *Compare cultures *Predict what will happen next *Make inferences
3. APPLY <i>Carrying out or using a procedure.</i>	Can the student use the information in a new way? apply, choose, demonstrate, dramatize, execute, illustrate, implement, interpret, outline, point out, role play, show, sketch, solve, use	*Act out novel commands *Rewrite a story from a different point of view (POV) *Act out a story *Draw a story	6. DESIGN <i>(highest level)</i> <i>Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern.</i>	Can the student create a new product or point of view? assemble, combine, compile, compose, create, construct, design, develop, devise, formulate, generate, invent, organize, plan, prepare, produce, propose, reconstruct, revise, rewrite, write	*Create and give novel commands *Write an original story *Compose a class story *Invent new details for a story *Generate / invent answers to hypothetical questions *Rewrite a story adding details &/or characters that were not in the original

Thank you so much!

Any questions?

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