Call for proposal *Lexique* n°37:

"The prefabricated lexicon of interactions: from linguistic and tool-based descriptions to didactic application"

Issue editors:
Alexis Ladreyt (Hokkaido University & LiDiLEM Lab)
Carole Etienne (CNRS & ICAR Lab, ENS de Lyon)

The 37th issue of **_Lexique_** (to be published in December 2025) will focus on the interface between prefabricated lexicons and the development of pedagogical tools. It aims to explore the design of pedagogical materials designed for teaching the prefabricated lexicon (Sulkowska 2013, Gonzalez-Rey 2019), materials based on resources that are developed to describe what we call the *prefabricated lexicon of interactions* (henceforth PLI) on the basis of linguistic modelizations and empirical data.

The PLI constitutes a highly heterogeneous set of preconstructed elements frequently observed during face-to-face or mediated oral interaction, whether friendly, familial, professional or academic. It consists of utterances that may be mono- or polylexical, presenting some degree of distributional constraint and characterized by a generally non-predictable meaning and function (Tutin 2019, Tutin and Grossmann 2024). In addition, the interpretation and use of these prefabricated elements are conditioned by the specific features of the enunciation situation (immediate and cultural context, shared knowledge, presuppositions), but also by the configuration of the interaction (setting, number of speakers, role, interpersonal relations, purpose of communication). PLI covers a wide range of linguistic objects, from discourse markers (*you see*, *you know*, *well*, *right*), to ritual expressions (*it's been a while!*, *see you later!*) or interjections (*fuck!*, *what!*, *please!*, *oh my god!*), including expressions of affect (*it's driving me nuts!*, *are you kidding me ?*), the routines of oral scientific discourse (*Interestingly enough, we can notice that ...*) or situational phrases (*hang in there !*, *the writing is on the wall !*, see *phrases situationnelles*, Klein and Lamiroy 2011).

Discussions on linguistic objects relating to PLI go back a relatively long way. We should mention Bally's seminal work on *exclamatory phraseology* (*phraséologie exclamative*, Bally 1909) or Fònagy's work on bound utterances (*énoncés liés,* Fònagy 1982). In this continuum, other works have emerged, for example Martins-Baltar's typology of *usual sentences* (*phrases usuelles*, Martins-Baltar 1997) or the description of what Mel'čuk calls *pragmatemes* (*pragmatèmes*, Mel'čuk 2013), a description later extended by Blanco and Mejri (2018). More recently, we have seen the implementation of lexicographic projects aimed at inventorying and describing the functioning of certain types of prefabricated utterances specific to oral interactions. These include Kauffer's *stereotyped speech acts* (*actes de langage stéréotypés*,

2019), which have given rise to a bilingual French-German lexical resource developed at ATILF, López Simó's Spanish-French database of *conversational formulas* (*Fórmulas de la conversación,* 2016 ; 2024), *prefabricated phrases of interaction* (*phrases préfabriquées des interactions,* Tutin 2019) or *expressive conversational formulas* (*formules expressives de la conversation,* Krzyżanowska et al. 2021).

From the point of view of its acquisition, the PLI often poses problems for the learner (Forsberg 2010 and 2014, Ladreyt 2022) or the teacher, notably due to the scarcity of lexicographical resources (we should however mention the *PHRASÉOTEXT* dictionary, (Gonzàlez-Rey 2017) for general phraseology from a constructional perspective) sufficiently elaborate to describe it rigorously, and the scarcity of pedagogical devices based on these linguistic resources. Numerous works thus highlight the need for a more linguistic and empirical approach to teaching this type of lexicon (Taguchi 2009, Edmonds 2014, Culpeper et al. 2018, Bardovi-Harlig 2019), as well as the need to develop concrete pedagogical tools facilitating the learning of these linguistic objects. Some French research projects, describing oral language and its specific features, offer resources concerning the lexicon and expressions found in conversation: Examples include the FLORALE project (Surcouf and Ausoni 2018, https://florale.unil.ch/index.php?page=infos), the CLAPI-FLE corpus (Ravazzolo and Etienne 2019, http://clapi.icar.cnrs.fr/FLE), the CORAIL project (http://clapi.icar.cnrs.fr/Corail/), the FLEURON project (André 2016, https://fleuron.atilf.fr/) and the INTERFARE project (Ravazzolo et al. 2023; https://icar.cnrs.fr/interfare/).

From a methodological point of view, it also appears necessary to base the description of PLI on a methodology hinging on 3 levels (cf. Krzyżanowska et al. 2021): the syntactic level (form and distributional constraints), the semantic level (construction of meaning, semantic features and/or patterns) and the pragmatic level (illocutionary function and actional function), or even a fourth, more abstract and schematic level, the constructional level (Tutin and Grossmann 2024, Bychkova et *al.* 2024). The aim is to achieve a model of the specific features of these linguistic objects, both in encoding and decoding, while taking into account the formal and cultural constraints (Chen 2024) on their construction and use. There remains, therefore, a great amount of work to be done in thinking about the parameters to be included in both the description and didactization of PLI, and more broadly of the prefabricated lexicon as a whole.

This thematic issue will therefore be an opportunity to bring together international researchers working in this still uncharted field, whether in the context of in-depth linguistic studies with a didactic focus, or in the context of didactic studies based on a linguistic approach, which we hope will pave the way for future research emerging on both sides.

The proposed articles will focus on the theme of lexical resources such as idioms and PLI, and their application in the context of didactic resources for mother-tongue and foreign-language

teaching. In order to meet these two expectations, it is suggested that you pay particular attention to the following guidelines:

- integrate a reflection on the functioning of a particular type of prefabricated lexicon. The lexical and linguistic dimensions will be considered an important part of the demonstration, alongside the didactic aspects.

- describe the particularities of the resource, the data used to create it (metadata, type of data, context of data collection, etc.) and the type of processing carried out, with a particular view to the reproducibility of the proposed resources.

- detail the tools associated with the resource presented, and how they can be used in the classroom by the teacher. Where available, feedback will be given on how the resource has been used by learners, and any difficulties encountered by teachers.

Please note that:

- the fields of didactic application and the topics taught can be varied, and are not restricted to the school-based language classroom (e.g. translator preparation, nursing staff training, migrant education, various professional environments training, etc.)

- all existing languages can be treated within the framework of the articles submitted, whether from a monolingual or contrastive perspective. In the case of languages other than French or English, it is recommended to use the following elements for the examples or expressions presented in the article, in order to facilitate readers' understanding:
  o a morphosyntactic gloss
  o alphabetic transliteration (especially for rare languages, or languages with specific ideograms or writing systems)
  o translation into French or English

- mixed lexicographic approaches and/or approaches based on emerging theories and/or tools are welcome.

Articles must comply with the following formal requirements:

- Article length: minimum 35,000 signs, maximum 55,000 signs including spaces (excluding bibliography)
- Language: French or English
- Attach two abstracts, one in French, the other in English (maximum 2,000 characters for each version), as well as 3 to 5 keywords (also in French and English).

- For general formatting, please refer to the following link:
  - https://www.peren-revues.fr/lexique/793

Article proposals should be sent to the following 3 addresses (without any exception):

- ladreyt.alexis@imc.hokudai.ac.jp
- carole.etienne@ens-lyon.fr
- contact-revue-lexique@univ-lille.fr

Timeline:

1. Submission of intent to publish: December 16-20, 2024
2. Article submission: February 15, 2025 (early submission possible)
3. Notification of acceptance to authors: May 1, 2025
4. Submission of final versions: September 1, 2025
5. Publication: December 2025

References:

André, V., « FLEURON : Français Langue Étrangère Universitaire – Ressources et Outils Numériques. Origine, démarches et perspectives. ». *Mélanges Crapel 37*, (2016): 69-92.

Bally, C. Traité de stylistique francaise. 3. éd., nouv. Tirage. Genève : Georg [usw.], (1909).

Bardovi-Harlig, K. « Routines in L2 pragmatics research ». The Routledge handbook of second language acquisition and pragmatics, (2019): 47-62.

Blanco, X., et Mejri S. Les pragmatèmes. Domaines linguistiques, Série formes discursives, 11. 3. Paris: Classiques Garnier, (2018).

Bychkova, P., Yaskevich, A., Gyulasaryan, S., and Rakhilina, E., "Building a Database of Conversational Routines". In Proceedings of the 2024 Joint International Conference on Computational Linguistics, Language Resources and Evaluation (LREC-COLING 2024), pages 2548–2555, Torino, Italy. ELRA and ICCL (2024).

Chen, L. 陈恋, « Le rôle de la phraséoculture en didactique des langues-cultures en CLE : enjeux théoriques et pratiques méthodologiques », Recherches en didactique des langues et des cultures, 2-1, (2024).

Culpeper, J., Mackey, A., et Taguchi N. Second language pragmatics: from theory to research. New York, NY: Routledge, (2018).

Edmonds, A. « Conventional expressions: Investigating pragmatics and processing », Studies in Second Language Acquisition, 36, (2014): 69-99.

Fonàgy, I. Situation et signification. Pragmatics & beyond, III :1. Amsterdam ; Philadelphia: J. Benjamins, (1982).

Forsberg, F. « Using conventional sequences in L2 French », IRAL 48, Walter de Gruyter, (2010): 25-51.

Forsberg, F. « Using conventional expressions in L2 French ». International Review of Applied Linguistics and Language Teaching, 48, (2014): 25-51.

González-Rey, M. «Le dictionnaire phraséodidactique: sa place dans la didactique de la phraséologie.», Studii de Lingvistica 7, Université d'Oradea, Roumanie (2017) : 27-44.

Gonzàlez-Rey, M. « La phraséodidactique : état des lieux ». Repères DoRiF, Phraséodidactique : de la conscience à la compétence, 18 (2019).

Kauffer, M. « Les "actes de langage stéréotypés" : essai de synthèse critique ». Cahiers de lexicologie 2019, no 114, (2019) : 149 71.

Klein J.-R., et Lamiroy B. « Routines conversationnelles et figement », dans J.-CL ANSCOMBRE et S. MEJRI (dir.), Le figement linguistique : la parole entravée, Paris, Honoré Champion, (2011) : 195-214.

Krzyżanowska, A., Grossmann, F., et Kwapisz-Osadnik, K., éd. Les formules expressives de la conversation : analyse contrastive : français - polonais - italien. Lublin : Wydawnictwo Episteme, (2021).

Ladreyt, A. Une étude linguistique de l'emploi des phraséologismes pragmatiques à fonction expressive de la conversation quotidienne chez des locuteurs japonophones du français de niveau avancé, thèse de doctorat. Université Grenoble Alpes, (2022).

López Simó, M. Fórmulas de la conversación. Propuesta de definición y clasificación con vistas a su traducción español-francés, francés-español, Thèse de doctorat, Université d'Alicante, (2016).

López-Simó, M. « Une nouvelle ressource en ligne de formules des interactions orales : le Dictionnaire phraséologique de formules orales de relation interpersonnelle. Questions de macrostructure ». In Ladreyt, A. & Tutin A. (dir.), Les phraséologismes des interactions orales : sens, forme(s), usage(s), Studii de Lingvistică 13/2, Université d'Oradea, Roumanie, (2024).

Martins-Baltar, M., éd. La locution entre langue et usages. Langages. Fontenay/Saint-Cloud : ENS Éd, (1997).

Mel'čuk, I. « Tout ce que nous voulions savoir sur les phrasèmes, mais… ». Cahiers de lexicologie : Revue internationale de lexicologie et lexicographie, no 102, (2013) : 129-149.

Ravazzolo, E., Etienne, C., André, V., « Comment enseigner l'oral en classe ? L'exemple d'un dispositif pour apprendre à interagir plus facilement en réunion de travail », Repères Dorif 28. Entre le théorique et l'expérentiel : l'oral en didactique du FLE. Questionnements et perspectives, (2023).

Ravazzolo, E., Etienne, C., « Nouvelles ressources pour le FLE à partir des études en interaction », LINX, n. 79, (2019).

Sułkowska, M.. De la phraséologie à la phraséodidactique : études théoriques et pratiques. Prace Naukowe Uniwersytetu Śląskiego w Katowicach, 3015. Katowice: Wydawnictwo Uniwersytetu Śląskiego, (2013).

Surcouf C. et Ausoni A., « Création d'un corpus de français parlé à des fins pédagogiques en FLE : la genèse du projet FLORALE », EDL (Études en didactique des langues), n°31, (2018) : 71-91.

Taguchi, N., éd. Pragmatic Competence. Mouton Series in Pragmatics 5. Berlin: Mouton de Gruyter, (2009).

Tutin A., « Phrases préfabriquées des interactions : quelques observations sur le corpus CLAPI ». Cahiers de lexicologie 2019 – 1, n° 114. Les phrases préfabriquées : Sens, fonctions, usages (2019) : 63-91.

Tutin A. et Grossmann F., « Les phrases préfabriquées exprimant la surprise : vers l'élaboration de schémas sémantico-syntaxiques et pragma-sémantiques rendant compte des régularités ». In Ladreyt, A. & Tutin A. (dir.), Les phraséologismes des interactions orales : sens, forme(s), usage(s), Studii de Lingvistică 13/2, Université d'Oradea, Roumanie (2024).