

List and Abstracts of Publications

Dr. Diana Stantcheva

I Phraseology

1. Stantcheva, D. (2006). The many faces of negation: German VP idioms with a negative component. In C. Fellbaum (Ed.), *International Journal of Lexicography*. Special issue: Corpus-based studies of German idioms and light verbs, 19(4) (pp. 397–418). Oxford: University Press. **[Peer-Reviewed]**

ABSTRACT. German VP idioms (fixed combinations of words with at least one verb and one noun) containing a negative component such as *jmd. nimmt kein Blatt vor den Mund* (sb. makes no bones about it), *jmd. bringt es nicht übers Herz, (etw. zu tun)* (sb. can't bring himself to do sth.), *jmd. hat nicht alle Tassen im Schrank* (sb. has got a screw loose) present an interesting research subject both from a syntactic and semantic point of view. The German language abounds in such idioms and many of them are highly frequent. The paper investigates the behaviour of the negative component of these idioms in the process of their text embedding. In the analysis special attention is paid to two aspects: textual deviations in the negative component with or without an alternation in the syntactic structure of the idiom and participation in the syntactic transformation affirmation. The data excerpted from the corpus of the Digitales Wörterbuch der deutschen Sprache ('Digital Dictionary of the German Language') demonstrates a high degree of lexical variability and mobility of the negative component very similar to the negation in freely composed expressions, and the complete loss of the negation (affirmation) with maintenance of the idiom-specific idiomatic meaning. Regardless of the scope of the negation in the idiom, in the process of text production speakers often make use of the manifold realisation possibilities of the negation typical for freely composed expressions. Certain selection rules operate here which are similar to those in freely composed expressions only the meaning of the negative word should be compatible with the idiom-specific meaning in order for a negative word to act as a substitute for the idiom-internal negative component.

2. Stantcheva, Diana (2005). [Review of the book *Die großen Fische fressen die kleinen: Ein Sprichwort über die menschliche Natur in Literatur, Medien und Karikaturen*, by W. Mieder]. In *Proverbium. Yearbook of international proverb scholarship*, 22, pp. 461–468.

ABSTRACT. The review is a presentation of the new book by Wolfgang Mieder, widely considered the world's greatest living proverb scholar and author of numerous books dedicated to proverbs, about the internationally used proverb *die großen Fische fressen die kleinen* (big fish eat little fish). In his work Mieder offers an overview of the centuries-long history and the use of this fatalistic proverb in literature and art from antiquity to the present.

3. Fellbaum, C., Kramer, U., & Stantcheva, D. (2004). *Eins, einen und etwas* in deutschen VP-Idiomen [In German] [The indefinite pronouns *eins, einen* and *etwas* in German VP

idioms]. In K. Steyer (Ed.), *Wortverbindungen – mehr oder weniger fest. Jahrbuch des Instituts für Deutsche Sprache 2003*. (pp. 167–193). Berlin; New York: W. de Gruyter. **[Peer-Reviewed]**

ABSTRACT. The paper is a joint publication of members of the project "Collocations in the German Language", located at the Berlin-Brandenburg Academy of Sciences. The project studies the properties of verb phrase idioms such as *jmdm. einen Bären aufbinden* (lit. to tie a bear onto sb.'s back, i.e. to tell a big lie) and *einen Bock schießen* (lit. to shoot a buck, i.e. to commit a grave error). In this corpus-based investigation, we explore the syntactic and semantic characteristics of the indefinite pronouns *eins*, *einen*, *eine* (one) and *etwas* (something) as idiom-internal components in VP idioms. Based on tests to determine the argument status and reference of these components, we distinguish several idiom classes along a sliding scale. The results of our research have applications in the lexicography and the teaching of German as a foreign language.

4. Stantcheva, D. (2004). Ermittlung des Komponentenbestandes von Idiomen: Versuch eines Modells [In German] [Determining idiom components: An attempt to establish patterns]. In G. Williams & S. Vesser (Eds.), *Proceedings of the 11th EURALEX International Congress*, July 6–10, Lorient, France. Vol. II, Lorient Université de Bretagne-Sud. (pp. 767–778). Lorient. **[Peer-Reviewed]**

ABSTRACT. The identification and description of the components of idioms has great theoretical and practical significance. The determination of the idiom components and their clear differentiation from idiom-external elements is one of the fundamental problems of the lexicographical codification of idiomatic expressions: The formulation of the canonical form of idioms in the dictionary, the presentation of idiom variants, the illustration of the specific use of an idiom, and the presentation of the equivalents in bilingual dictionaries depends to a high degree on the determination of the idiom components. The determination of the idiom components and the description of the rules of their organization also allow important theoretical conclusions about the nature of these linguistic units. This makes it possible to distinguish between fixed and free word connections and a more precise determination of the different syntactic idiom classes. Idiom-typical structural patterns become clear.

This paper presents a method of determining the constituent structure of German idioms. The method differentiates idiom constituents from idiom-external elements. A model of the internal organisation of the constituent structure of idioms is described. This article has applications in lexicography, theory of phraseology, and diachronic phraseology.

5. Neumann, G., Fellbaum, C., Geyken, A., Herold, A., Hümmer, C., Körner, F., Kramer, U., Krell, K., Sokirko, A., Stantcheva, D., & Stathi, E. (2004). A corpus-based lexical resource of German idioms. In P. S. Dizier & M. Zock (Eds.), *COLING 2004: Proceedings of the workshop on enhancing and using electronic dictionaries*. (pp. 48–52). University of Geneva, Switzerland. **[Peer-Reviewed]**

ABSTRACT. The paper is a joint publication of the members of the project "Collocations in the German Language", located at the Berlin-Brandenburg Academy of Sciences. The project studies the properties of verb phrase idioms such as *jmdm. einen Bären aufbinden* (lit. to tie a bear onto sb.'s back, i.e. to tell a big lie) and *einen Bock schießen* (lit. to shoot a buck, i.e. to commit a grave error). In this paper, we present the design of the created lexical resource which provides access to linguistic analyses of 817 German verb phrase idioms. The resource (Idiom database, <http://kollokationen.bbaw.de/cgi-bin/reporting.pl>) combines features of a dictionary, grammar of idioms, and a corpus. The entry for a given idiom connects appropriate corpus examples with rich linguistic and lexicographic annotations, giving the user access to linguistic information coupled with the appropriate attested data and laying the groundwork for empirical, reproducible research. The empirical basis for our work is the corpus of the Digitales Wörterbuch der deutschen Sprache ('Digital Dictionary of the German Language'), a corpus of almost 1 billion words drawn from texts of a variety of genres and covering the entire 20th century.

II Lexicography

6. Станчева, Д. (2015). Немско-българският речник на Гео Милев [In Bulgarian] [Geo Milev's German-Bulgarian dictionary]. *Проглас. Филологическо списание*, 24(2) (pp. 291-308). Велико Търново: Университетско издателство "Св. св. Кирил и Методий". [Peer-Reviewed]

IBID. Станчева, Д. (2015). Немско-българският речник на Гео Милев и неговото място сред двуезичните речници с немски и български език [In Bulgarian] [Geo Milev's German-Bulgarian dictionary and its place among the German-Bulgarian bilingual dictionaries]. In Б. Тодорова & Г. Падарева-Илиева (Eds.), *Лингвистиката: история, предизвикателства, перспективи. Сборник в чест на 80-годишнината на проф. д-р Иван Кочев*. (pp. 131–141). Благоевград: Университетско издателство „Неофит Рилски“.

ABSTRACT. This article is a first attempt at a more detailed presentation of Geo Milev's manuscript for a German-Bulgarian dictionary, completed in 1916, as well as of its printed edition from 1940, revised by Dimitar Stoevski and published by Ivan Koyumdzhiev. A comparison between the manuscript and the print edition shows considerable differences in the way in which the lexicographical information is organized, in the macro- and microstructure of the dictionary, in the translation of the German words as well as in the listed collocations and phraseological units. This paper is a modest contribution to the historical study of German-Bulgarian bilingual lexicography.

7. Stantcheva, D. (2014). Auf dem Weg zu einem vereinten Europa – das Thema "Europa" in allgemeinen einsprachigen Wörterbüchern des Deutschen [In German] [On the way towards one united Europe – the concept of "Europe" in monolingual German dictionaries]. In M. Grozeva-Minkova & B. Naimushin (Eds.), *Globalisierung, interkulturelle Kommunikation und Sprache*. Akten des 44. Linguistischen Kolloquiums 2009 in Sofia (pp. 435–449). Frankfurt am Main: Peter Lang. [Peer-Reviewed]

ABSTRACT. The 50th anniversary of the signing of the Treaties of Rome – the beginning of today's European Union – was celebrated in 2007. In these 50 years, the European community has grown from six countries at first to 28 at present. Germany was one of the founding members of the European Coal and Steel Community, the European Economic Community, and the European Atomic Energy Community, the organizations that contributed to the creation of the European Union. Austria joined the European Union in 1995. German is one of the first official and working languages in the history of the European Union. Taking all these facts into consideration, this paper examines firstly the lexicographical codification of EU-related terminology in selected monolingual German dictionaries published between 1961 and 2009 and secondly the image of united Europe, which is conveyed in one of the examined dictionaries (*Duden. Das große Wörterbuch der deutschen Sprache*, 1999) indirectly through word definitions, word-use examples, and citations from authentic texts without subsequent adaptation by the lexicographers.

8. Stantcheva, D. (2014). EU-Terminologie in den einsprachigen Wörterbüchern des Deutschen. [In German] [EU terminology in monolingual German dictionaries]. In A. Abel, C. Vettori, & N. Ralli (Eds.), *Proceedings of the XVI EURALEX International Congress: The User in Focus* (pp. 685–695). Bolzano. Eurac Research. Retrieved from http://euralex2014.eurac.edu/en/callforpapers/Documents/EURALEX_2014_gesamt.pdf [Peer-Reviewed]

ABSTRACT. This paper examines the lexicographical codification and presentation of EU-related terminology in selected monolingual explanatory German dictionaries published between 1961 and 2009. It demonstrates that dictionaries react with a great delay to changes in the terminology and sometimes give inadequate or even wrong definitions and explanations. For this reason, none of these dictionaries can be recommended for the purpose of studying German EU terminology. This makes it necessary to consult different dictionaries at the same time and to use for comparison text corpus data and specialized terminology databases.

9. Stantcheva, D. (2006). Bulgarian lexicography. In K. Brown (Ed.), *Encyclopedia of language and linguistics* (2nd ed., Vol. 2, pp. 151–154, Art. 4888). Oxford: Elsevier. [Peer-Reviewed]

ABSTRACT. The entry in the second edition of the *Encyclopedia of language and linguistics* offers an overview of the Bulgarian lexicography from the pioneer dictionaries with Bulgarian such a manuscript of a Bulgarian-Greek word index from Bogasko, near Kastoria (16th century), *Chetiriezichen rechnik* by Daniil of Moschopolis (1802), *Dodatak k Sanktpeterburgskim sravnitel'nim rechnitsima sviuu eziki* by Vuk Karadzich (1822), and the manuscripts *Gr“tsko-b“lgarski razgovornik* and *Gr“tsko-b“lgarski rechnik* by Zakhariĭ Krusha (1828) to the present. Special attention is paid to the many special dictionaries from the second half of the 20th century, each with a different linguistic approach and editorial aim, and to the electronic corpus of the Bulgarian language which is being

compiled at the Bulgarian Academy of Sciences since 1998. In addition to practical dictionary making, numerous theoretical metalexicographical works are mentioned.

III Phraseology and lexicography

10. Stantcheva, D. (2014). Zur lexikografischen Behandlung geschlechtsspezifischer Phraseologismen (Deutsch – Bulgarisch) [In German] [On the lexicographical treatment of gender-specific phraseological units (German-Bulgarian)]. In I. Bartoszewicz, M. Hałub, & T. Małysek (Eds.), *Germanica Wratislaviensia 139. Kategorien und Konzepte* (pp. 291–308). Wrocław: Wydawnictwo Uniwersytetu Wrocławskiego. **[Peer-Reviewed]**

ABSTRACT. Phraseological units such as *jmdn. unter die Haube bringen* (to marry sb. off), *Hahn im Korbe sein* (to be the only rooster in the yard), *Haare auf den Zähnen haben* (to have a sharp tongue), *unter dem Pantoffel stehen* (to be whipped) in German and *държа нкз под чехъл* (to be whipped), *въртя очи* (to make eyes at), *минавам под венчило* (to get married) in Bulgarian, are considered gender-specific and therefore restricted in their use. For that reason, they pose a particular challenge for lexicography. The paper analyzes the common lexicographical methods for the presentation of gender-specific phraseological units in German and Bulgarian and discusses some basic problems regarding this presentation. The paper is based on monolingual German and Bulgarian dictionaries as well as on bilingual German-Bulgarian dictionaries.

11. Stantcheva, D. (2007). Geschlechtsspezifische Phraseologismen im Deutschen und Bulgarischen: Sprachgebrauch und lexikographische Kodifizierung [In German] [German and Bulgarian gender-specific phraseological units: Language use and codified lexicographical information]. In E. Kržišnik & W. Eismann (Eds.), *Frazeologija v jezikoslovju in drugih vedah* [Phraseology in linguistics and other branches of science]. (pp. 313–325). Ljubljana, Slovenia. **[Peer-Reviewed]**

ABSTRACT. The present paper examines the lexicographical presentation of German and Bulgarian phraseological units focusing on gender-specific semantics of the idiom-external elements. The relevant lexicographical practice in both languages is introduced, taking as a basis the German phraseological units *jmd. ist der Hahn im Korbe* (to be the only rooster in the yard), *jmd. steht unter dem Pantoffel* (to be whipped) and the Bulgarian phraseological unit *някой е под чехъл* (to be whipped). Written text documents of authentic linguistic data are compared with dictionary entries. This comparison seeks to establish the existence of (mis)matches between the codified lexicographical information and real-life usage.

12. Stantcheva, D. (2015). Phraseologische Terminologie im „Deutschen Wörterbuch“ der Brüder Grimm – die Erstausgabe (1854-1971) und die Neubearbeitung (1965-2013) im Vergleich. [In German] [Phraseological terminology in the *German Dictionary* by the brothers Grimm – a comparison between the first edition (1854-1971) and the revised edition (1965-2013)]. In M. Grozeva-Minkova, N. Burneva, R. Kileva-Stamenova, & P.

Stefanova (Eds.), *Germanistik in Bulgarien: Band 1* (pp. 139–158). Sofia: New Bulgarian University. **[Peer-Reviewed]**

ABSTRACT. The object of study in this article is the revised edition (1965-2013) of the *German Dictionary* by the brothers Grimm. The first edition of the dictionary was planned and begun by Jacob Grimm (1785-1863) and his brother Wilhelm Grimm (1786-1859) in the early 30s of the 19th century. Jacob Grimm completed the letters *A, B, C, E,* and *F* (to the lemma *Frucht*). Wilhelm Grimm concluded the letter *D*. The first edition of the *German Dictionary* was finished more than 100 years later in 1971 with the publishing of the bibliography volume. The revised edition (1965-2013) sought to update only the first three volumes (*A – F*) written by the Grimm brothers themselves. The *German Dictionary* is a historical monolingual explanatory dictionary containing vast phraseological material. This makes it particularly interesting for various studies in German phraseology. The present study compares the used phraseological terminology and the labeling practice of phraseological expressions in the two editions, the first edition (1854-1971) and the revised edition (1965-2013). With this comparison the article tries to answer questions such as: To what extent the revised edition is based on the first edition in terms of phraseology? Does the revised edition innovate in the labeling practice of phraseological units and in the used phraseological terminology in comparison to the first edition? To what extent does the revised edition reflect developments of the phraseological theory?

13. Stantcheva, D. (2012). Angaben zu phraseologischen Phänomenen im „Deutschen Wörterbuch“ von Jacob Grimm und Wilhelm Grimm [In German] [Information about phraseological phenomena in the *German Dictionary* by Jacob Grimm and Wilhelm Grimm]. In N. Filatkina, A. Kleine-Engel, M. Dräger, & H. Burger (Eds.), *Aspekte der historischen Phraseologie und Phraseographie* (pp. 245–261). Heidelberg: Universitätsverlag Winter. **[Peer-Reviewed]**

ABSTRACT. The *German Dictionary* by the brothers Grimm is the most extensive dictionary of the German language, and it contains in its 32 volumes a great number of phraseological expressions. It was launched in 1854 by Jacob Grimm (1785-1863) and Wilhelm Grimm (1786-1859), and completed in 1971 with the publishing of the bibliography volume. When this diachronic explanatory dictionary based on quoted examples was released, the linguistic science of phraseology and its terminology did not yet exist, and usage labels in German dictionaries were not standardized. The present paper investigates the labelling practice for phraseological phenomena in the *German Dictionary* as a part of the marking tradition of phraseological expressions in the German lexicography. The labeling practice in the volumes prepared by the brothers Grimm is compared with that in the later volumes of the *German dictionary* with regard to differences or changes. In addition, the article draws a parallel between the used labeling practice in the dictionaries of their predecessors Adelung and Campe and their contemporary and competitor Sanders.

14. Stantcheva, D. (2012). „beiwörter, ausdrücke, redensarten sollen nun der reihe nach folgen.“ Zur Benennung von phraseologischen Phänomenen im „Deutschen Wörterbuch“ von Jacob Grimm und Wilhelm Grimm [In German] [„beiwörter, ausdrücke, redensarten sollen nun der reihe nach folgen.“ On the denotation of idiomatic phenomena in the *German Dictionary* by Jacob Grimm and Wilhelm Grimm]. In M. Prinz & U. Richter-Vapaatalo (Eds.), *Idiome, Konstruktionen, „verblümete rede“* (pp. 71–83). Stuttgart: Hirzel Verlag. **[Peer-Reviewed]**

ABSTRACT. The paper is a shortened version of my article: „Angaben zu phraseologischen Phänomenen im „Deutschen Wörterbuch“ von Jacob Grimm und Wilhelm Grimm“ [In German] [Information about phraseological phenomena in the German Dictionary by Jacob Grimm and Wilhelm Grimm]. In N. Filatkina, A. Kleine-Engel, M. Dräger, & H. Burger (Eds.), *Aspekte der historischen Phraseologie und Phraseographie* (pp. 245–261). Heidelberg: Universitätsverlag Winter. It investigates the labelling practice for phraseological phenomena in the volumes prepared by the brothers Grimm in comparison with that in the later volumes of the *German dictionary*. The aspect of the parallel between the used labeling practice in the dictionaries of Adelung, Campe, and Sanders is not analyzed here.

IV Methodology of teaching German as a foreign language

15. Stantcheva, D. & Dillmann, G. (2017). Das Experiment „vernetztes Klassenzimmer“ – eine Zwischenbilanz des Projekts „Globally Connected Courses“ zwischen der Denison Universität in den USA und der Amerikanischen Universität in Bulgarien [In German] [The "Connected Classroom" experiment – interim results of the "Globally Connected Courses" project between Denison University in the USA and the American University in Bulgaria]. In J. Zhu, M. Szurawitzki, & J. Zhao (Eds.), *Akten des XIII. Internationalen Germanistenkongresses Shanghai 2015 – Germanistik zwischen Tradition und Innovation*, Vol. 5 (pp. 167–172). Frankfurt am Main: Peter Lang. **[Peer-Reviewed]**

ABSTRACT. The paper presents a cooperation project between Denison University in the USA and the American University in Bulgaria in the field of German as a Foreign Language. The project began in the Fall 2013 semester and still continues. It had and still has three main goals: to give the connected German as a foreign language classes an intercultural perspective through the direct exchange of students' and instructors' expertise, to develop the students' German language competence in an untraditional way, as well as to improve the students' digital literacy (use of technological tools, digital etiquette). During the project, the connected classes participate together in different learning activities via Google+ Hangouts, Google doc, e-mail, Skype and Zoom video conferences. The article offers an interim evaluation of the project and discusses the advantages and disadvantages of such a class-related initiative.

16. Dillmann, G. & Stantcheva, D. (2014). The Globally Connected Language Classroom: A Case Study of an International Project in Two Intermediate Level German Courses between

Denison University and the American University in Bulgaria. In: A. Hagood & G. Pang (Eds.), e-journal *Transformations*. Special issue: Case Studies on Digital Collaboration and Blended/Hybrid Learning. Associated Colleges of the South / National Institute for Technology in Liberal Education. <http://www.academiccommons.org/2014/08/13/the-globally-connected-language-classroom-a-case-study-of-an-international-project-in-two-intermediate-level-german-courses-between-denison-university-and-the-american-university-in-bulgaria/> **[Peer-Reviewed]**

Print version:

Dillmann, G. & Stantcheva, D. (2014). The Globally Connected Language Classroom: A Case Study of an International Project in Two Intermediate Level German Courses between Denison University and the American University in Bulgaria. In: A. Hagood (Ed.), *Making the Connection: Six Studies of Technology and Collaboration in Liberal Arts Institutions* (pp. 33–47). Associated Colleges of the South. **[Peer-Reviewed]**

ABSTRACT. The language classroom is a most fruitful place for intercultural, global learning. Digital technologies allow us to make intercultural connections like never before and in the process language-learning benefits from the real communication about real issues. Connecting two language courses globally requires overcoming many obstacles and challenges (time difference, collaboration, technology, funding, etc.) but a strong belief that the benefits outweigh the costs serves as a constant source for pushing on. The goal of our project (started in Fall semester 2013) was – and continues to be – to enrich our connected courses with an intercultural perspective through the direct exchange between students and faculty members as we discuss shared small group assignments via Google+ Hangout and Google doc (of course, “traditional” technologies such as email and skype compliment the exchanges) all the while expanding and enhancing student’s language skills in German. The paper provides a research summary, describes in detail how we pursued the described goals with a special focus on the digital technologies we used and their pedagogical value, and gives a candid assessment of what worked well and what needs further exploration. We also briefly discuss the next step of the project, namely aligning the courses synchronously via video-conferencing technologies.

17. Stantcheva, D. & Dillmann, G. (forthcoming): Zur Erweiterung der mündlichen Sprachkompetenz von DaF-Lernenden mit Hilfe digitaler Technologien [In German] [Improving the speaking proficiency of students learning German with the help of digital technologies]. In: Akten der Asiatischen Germanistentagung 2016, Chung-Ang University, Seoul (South Korea). **[Peer-Reviewed]**

ABSTRACT. The paper shows through a cooperation project between Denison University in the USA and the American University in Bulgaria in the field of German as Foreign Language how online platforms for video-conferencing like Zoom with their multifunctional interactions tools (Screen Sharing, Chatting, etc.) can be used to improve the speaking proficiency of students learning German in an untraditional way. Within this project learners meet regularly to student to student online conversations/discussions and train spontaneous and prepared

speaking about authentic topics outside the conventional language class room. With these learning activities the active and passive vocabulary is expanded and consolidated and the fluency and coherence of the statements improved. Furthermore, various techniques for paraphrasing unknown or momentarily forgotten words are trained. An additional advantage for learning is the self-correction and peer-correction. Besides pronunciation, gestures and body language a significant part in these conversations is played by intercultural competency and digital etiquette.

18. Stantcheva, D. (2008). Terminologie der Europäischen Union im Deutsch-als-Fremdsprache-Unterricht [In German] [EU terminology in German as a foreign language courses]. In *Proceedings of the 5th International Conference "The language: A phenomenon without frontiers"*. (pp. 491–501). Varna, Bulgaria. Medical University Varna, Department of Foreign Languages, Communication and Sports.

ABSTRACT. Starting from the treatment of the "Europe" topic and the consideration of EU-specific terminology in different forms of education such as in German as a foreign language courses, in specialized translator and interpreter training programs, and in preparation courses for the EPSO's tests for the EU Institutions, the article deals with the curriculum integration of EU-specific terminology in German as a foreign language teaching in the context of the major in European Studies at universities.