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Introduction

The chapters in this volume are based on two sets of presentations. The first constitutes papers presented at a workshop entitled "The ideal idioms lesson for language learners" that was co-organized by Mariangela Albano and Julia Miller and held in 2018 at the University of Białystok in Poland during the EUROPHRAS conference entitled *Reproducibility from a Phraseological Perspective: Structural, Functional and Cultural Aspects*, organized by Professor Joanna Szerszunowicz.

The second series of talks was presented at a conference entitled *Rethinking Lexicalization: Challenges and Perspectives in Language Phraseodidactics*, held in 2016 at the Sorbonne Nouvelle, Paris 3 University and organized by Dan Savatovsky and Mariangela Albano. We are grateful to Professor Szerszunowicz for accepting all these articles in our volume.

Contexts and Plurality in Phraseology: Didactics, Learning and Translation is a volume that aims to compare a diversity of approaches to phraseology: diversity both from a disciplinary point of view and from a diatopic point of view. Indeed, on one side, the themes of this book are related to phraseology and, in particular, to the learning and the didactics of phraseology, to the relationship between translation and didactics, and to the treatment of phraseology in languages for specific purposes. On the other side, the authors focus their phraseological research on different languages and sometimes compare them, arriving at applicational and epistemological observations.

From the meeting of these two points of view, the axes of reflection on which this volume is based concern the systematic presence of phraseological expressions and their reproducibility in the functioning of language, and an idiomaticity that reveals specific cultural content in the contrastive encounter between two or more languages.

We have thus divided the papers in this volume into three parts, representing the ways in which our authors examine these two axes: 1) perspectives in the teaching and learning of phraseology; 2) a translational approach to phraseology; and 3) phraseology and languages for specific purposes.

The first part of the volume develops the didactic side of phraseology, for which the term *Phraseodidaktik* (Kühn 1987; Ettinger 2001) was coined. This domain of phraseology, consisting essentially of the observation and improvement of teaching strategies for lexical sequences, aims to establish a dynamic didactic framework aimed at improving the mastery of these constructions in any given language.

In this connection, Haiping Lin gives us an example of the didactics of Chinese proverbs to adult French-speaking learners of Chinese as a foreign language (level C1). In particular, the author tries to formulate pedagogical units based on the teaching of proverbs and related rhetorical figures (such as alliteration, assonance, metaphor, hyperbole, antithesis, and repetition) and speculates on the possibility not only of making proverbs understood but also of using them in context. Meanwhile, Irene Simonsen investigates the learning of different types of Danish collocations (such as V + O, V + IO, V + Prep., Adj. + N or N + Prep.) by German-speaking learners of Danish as a foreign language (levels A2–B1). In particular, she compares the writing of two groups of students using different approaches: one group of students was exposed to explicit teaching of the phraseological language following Reder's model (2006); the other was not. The result of the study shows how a different approach to phraseological expressions can guarantee greater memorization by students.

By contrast, the article by Marija Perić and Nikolina Miletić raises questions about the influence of the mother tongue (in this case, Croatian) on the teaching of phrases in German (levels A1–A2). More specifically, the authors examine how phrases are presented and translated in 24 German teaching manuals written by Croatian authors.

The importance of the mother tongue is also taken into consideration by Wenke Mückel, who examines the teaching of phraseology (in particular, proverbs and idioms) of the German language to German learners. The author examines the possibilities of expanding the student lexicon through a phraseodidactic approach in the classroom.

A translational approach to phraseology represents the second part of this book, linking the concept of phraseology with that of translation, even though the intercultural and contrastive characteristics of phraseology are one of the central axes of this volume. Indeed, translating multi-word expressions is not an easy task. It is not a simple 'transfer' of *signifiés* from the source language to the target language, because any translation is an act of cultural mediation or, as Ladmiral (1998: 17) says, an operation of linguistic transfer, underlying plurilingual interaction, or even a form of cultural negotiation (Meschonnic 1999; González-Rey 2008).

Lexicalization leads us to a meta-reflection on the differences and similarities between source language and target language and – to quote Ladmiral (2016: 429) – on *cousinages idiomatiques* which seem intelligible to us but which require interpretative work that needs to be developed by learners of a foreign language. Translating a multi-word expression means, according to Ladmiral, that "we do not translate the language but the word: we translate what is said (or written) by a speaker or an author. What is more, the text itself is not translated as much as the effects it is supposed to induce: effects of meaning and stylistic effects, literary and even poetic effects ... even comic effects" (*Ibid.*: 430)[1].

It is therefore legitimate to ask the question of how to teach a translational approach to lexicalization, what strategies should be used to help future translators manage this transfer and, again, which exercises best develop translational-intercultural competence and even, one might say, phraseotranslation (Sułkowska 2016).

The authors approach these research questions in different ways. Sabina Mahmudova, for example, compares the syntactic and semantic functioning of 185 Azerbaijani proverbs and 211 French proverbs. The result is an intercultural comparative analysis (Zouogbo 2009) which permits a more in-depth view of the concept of paremiological equivalence.

Fu'ad Al-Qaisi presents a detailed analysis of the importance of the combinatorial profile of collocations (noun + adjective) in French and Arabic in order to understand the similarities and differences in the behaviour of these collocations. To do this, he analyzes two corpora composed of articles from French and Arabic newspapers. His study is an aid for translators (French-Arabic) and for students of Arabic as a foreign language.

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[1] Original Text: "on ne traduit pas la langue mais la parole: on traduit ce qui est dit (ou écrit) par un locuteur ou un auteur. Bien plus, on ne traduit pas tant le texte lui-même que les effets qu'il est censé induire : effets de sens et effets stylistiques, effets littéraires et même poétiques... jusqu'aux effets comiques" (Ladmiral 2016: 429).

The last article concerning the translation processes of multi-word expressions is that by Fedor Pankov and Irina Tresorukova. The authors analyze and compare pronominal verbs in Russian and Greek, focusing on verbal aspect. Their study of translation is useful for teaching Greek to Russian students.

The last part of this volume examines the relationship between phraseology and languages for specific purposes, which is closely linked to the previous topic. Students, translators and linguists find themselves faced with texts "which use constantly evolving, specialized jargon. Neologisms, new technologies, a new version of a product, scientific discovery: so many pitfalls for technical translation, especially as lexicographical works find it difficult to keep up" (Colson 2010: 115–116)[2]. The changes in specialist lexicon and the multiplication of micro-languages cause neologisms that constitute multi-word units.

In this volume, attempts have also been made to address this issue in the article by Sylva Reznikova. The author focuses on the reception of minority languages in the Czech and Polish legislative system by examining the concept of semantic ambiguity present in multi-word expressions.

Similarly, Ester Mellado Blanes proposes a cognitive semantic approach to the study of multi-word expressions used by the Spanish press. The author analyzes the chosen corpus through a semasiological classification in which bodily attributes and concepts related to movement, colour, light and actions emerge.

What we have described represents only a few aspects of this work, rich both in fine descriptions involving individual languages and in generalizations applicable to several languages. This is made possible by three main characteristics: the diversity of languages involved in the papers, the theoretical choices made by the authors and the methodological problems addressed in relation to teaching, learning and translation. So many aspects make this a rich book which raises a wealth of promising questions in respect to phraseology.

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[2] Original Text: "qui recourent à un jargon spécialisé en évolution constante. Néologismes, nouvelles technologies, nouvelle version d'un produit, découverte scientifique : autant d'écueils pour la traduction technique, d'autant que les ouvrages lexicographiques ont du mal à suivre le tempo" (Colson 2010: 115–116).

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