

# **The multifaceted structures of Portuguese: Bridging the gap between linguistic theories and foreign language teaching**

June 7–8, 2018,  
Johannes Gutenberg University Mainz



JOHANNES GUTENBERG  
UNIVERSITÄT MAINZ



“The multifaceted structures of Portuguese: Bridging the gap between linguistic theories and foreign language teaching”

June 7–8, 2018, Johannes Gutenberg University Mainz

**Venue**

Philosophicum II, room 00.212 (ground floor)

Jakob-Welder-Weg 20

55128 Mainz

**Organizers**

Christoph Gabriel (JGU, Department of Romance studies)

Sylvia Thiele (JGU, Department of Romance studies)

**Internal discussants**

Walter Bisang (JGU, Department of English and Linguistics)

Arne Nagels (JGU, Department of English and Linguistics)

Nico Nassenstein (JGU, Department of Anthropology and African Studies)

**Keynote speakers / external discussants**

Esther Rinke (Frankfurt)

Uli Reich (Freie Universität Berlin)

## Workshop description

A first major contribution of modern linguistics to foreign language (FL) teaching was made by structural linguistics, which was combined with behaviorist theories of learning and led to the development of the so-called audio-lingual method (ALM). Considered to be the first ‘scientific’ method of FL teaching, ALM dominated the field until the rise of the Chomskyan paradigm and the introduction of Universal Grammar (UG) in the late 1960s. The following decades were characterized by competing approaches that either assumed a fundamental difference between L1 acquisition and L2 learning (Bley-Vroman 1989) or claimed that FL learners had full access to UG (Schwartz & Sprouse 1996). Other paradigms, in particular in the realm of phonology, took into account the role of markedness in processes of FL learning (Eckman 1977) and the importance of perception for the emergence of (phonological) categories in FL learners (Flege 1989, Best et al. 2001). The current situation is somewhat paradoxical in that both linguistically-driven research in L2 (and also L3) acquisition and applied research in language pedagogy are well-established and flourishing fields, but the interaction between the two disciplines still leaves much to be desired (see, e.g., Gabriel & Thiele 2017 for the phonological level). Our workshop enters the debate precisely at this point and aims at bringing together young researchers from German-speaking countries whose work focuses on phonological, morphological, syntactic or semantic/pragmatic aspects of Portuguese (and other Ibero-Romance languages) and well-established scholars from the field. We invite contributions presenting the outcomes of recent empirical research guided by the insights of modern linguistics theories. The aim is to show to what extent the results of empirical linguistics can be used in language teaching and may contribute to a linguistically grounded theory of the learning and teaching of FLs.

## References

- Best, C. T.; McRoberts, G. W. & Goodell, E. 2001. Discrimination of non-native consonant contrasts varying in perceptual assimilation to the listener’s native phonological system. *Journal of the Acoustical Society of America* 109, 775–794.
- Bley-Vroman, R. 1989. The logical problem of foreign language learning. *Linguistic Analysis* 20, 3–49.
- Eckman, F. R. 1977. Markedness and the contrastive analysis hypothesis. *Language Learning* 27, 315–330.
- Flege, J. E. 1987. The production of “new” and “similar” phones in a foreign language. Evidence for the effect of equivalence classification. *Journal of Phonetics* 15, 47–65.
- Gabriel, C. & Thiele, S. 2017. Learning and teaching of foreign language pronunciation in multilingual settings: A questionnaire study with teachers of English, French, Italian and Spanish. In Schlaak, C. & Thiele, S. Eds. *Migration, Mehrsprachigkeit und Inklusion. Strategien für den schulischen Unterricht und die Hochschullehre*. Stuttgart: ibidem, 79–104.
- Schwartz, B. & Sprouse, R. 1996. L2 cognitive states and the full transfer/full access hypothesis. *Second Language Research* 12, 40–72.

**The multifaceted structures of Portuguese: Bridging the gap between linguistic theories and foreign language teaching**  
**Johannes Gutenberg University Mainz, 7–8 June 2018, Room: Philo II 00.212**

Thursday June, 7 <sup>th</sup>		Friday June, 8 <sup>th</sup>	
		9:00-09:45	Uli Reich (FU Berlin): “Contrastive Linguistics as a predictor for problems in SLA: Focus constructions in Brazilian Portuguese and in German” (30+15) Chair: Christoph Gabriel
		9:45-10:25	Malte Rosemeyer (Freiburg/Barcelona), “Echoic affirmative responses in Brazilian Portuguese” (25+15) Chair: Christoph Gabriel
		10:25-11:00	<i>Coffee break</i>
		11:00-11:40	Albert Wall (Zürich), “Perception experiments in the study of grammar and in teaching: the case of definite articles and external vocalic sandhis in Brazilian Portuguese” (25+15) Chair: Sylvia Thiele
		11:40-12:10	Final discussion and closing remarks
14:30-14:45	Opening/welcome note		
14:45-15:30	Esther Rinke (Frankfurt): “The acquisition of pronominal clitics by German L2 learners of European Portuguese” (30+15) Chair: Christoph Gabriel		
15:30-16:10	Teresa Gruber (München): “The pragmatic dimension of phrasemes and foreign language teaching. An empirical case study of Portuguese” (25+15) Chair: Christoph Gabriel		
16:10-16:40	<i>Coffee break</i>		
16:40-17:20	Anna Ladilova (Gießen): “The contribution of research on transsemiotizing to foreign language teaching” (25+15) Chair: Sylvia Thiele		
17:20-18:00	Tabea Salzmänn (Bremen): “Colonial Portuguese as part of a multilingual space: the importance of language contact in FL learning” (25+15) Chair: Sylvia Thiele		
18:00-18:40	Conceição Cunha (München/Bolzano): “The historical development of nasal vowels and diphthongs in Portuguese” (25+15) Chair: Sylvia Thiele		
19:30	Workshop dinner at <i>Salute</i> , Mittlere Bleiche 16, 55116 Mainz ( <a href="https://www.salutemainz.de/">https://www.salutemainz.de/</a> )		

## Abstracts and biographical notes

Conceição Cunha (München/Bolzano)

### **The historical development of nasal vowels and diphthongs in Portuguese**

A common sound change is the development of so-called contrastive nasalisation in vowels that were formerly oral i.e. not nasalised. For example, the French vowel in [mẽ] or the first vowel of Portuguese [mẽw] *main* ('hand') which developed historically from a sequence of oral vowel and nasal consonant (from Latin MANUS). Evidently, this development came about because of contextual nasalisation: that is, the /a/ of MANUS was nasalised as a result of the influence of the following /n/, but it is completely unexplored why Latin MANUS develop a monophthongal nasal vowel in French and a nasal diphthong in Portuguese.

In French, the nasal inventory of which (/ɛ̃, œ̃, õ, õ̃/) is smaller compared to the oral one (/i, y, u, e, ø, o, ε, œ, ɔ, a, ɒ/). Perceptual reasons could explain this reduction, since "the addition of nasal coupling causes the first peak of spectral prominence, F1, which is critical for vowel quality identification, to lose the intensity and spread in bandwidth (Sampson, 1999:12). Although there is some debate about the phonological status of vowel nasalization in Portuguese, the nasal inventory of Portuguese with their five nasal vowels (/ĩ, ã, õ, õ̃, õ̃/) out of seven oral stressed vowels (/i, u, e, o, ε, ɔ, a/) and at least three phonological diphthongs /ãw, ãj, õj/ (Mateus & d'Andrade, 2000; Sampson, 1999) is quite rare in a typological perspective. The study of Portuguese is indeed compelling for an in-depth understanding of the historical development of nasal vowels due to the unusual inclusion of nasal high vowels in the present inventory such as /ĩ, ã/ that are comparatively rare in the world's languages. Portuguese offers a unique but largely so far unexplored opportunity to investigate the relationship between the late alignment of nasalisation in production and their consequences in perception.

**Conceição Cunha** studied Modern Languages and Literatures at the University Porto in Portugal (2003) and Comparative Romance linguistics (2008) in Tübingen. In 2012, she finished her dissertation on the organization of consonant clusters and CVC sequences in two Portuguese varieties ("Die Organisation von Konsonantenclustern und CVC-Sequenzen in zwei portugiesischen Varietäten") at the LMU Munich under the supervision of Jonathan Harrington (Institute of Phonetics) and Thomas Krefeld (Romance Linguistics). Between 2012 and 2016, she worked as a postdoctoral researcher in Phonetics in Munich and between 2016 and 2017 in Bolzano Italy. Since 2017, she works on her BMBF-funded project on the development of nasal vowels and diphthongs in Europe Portuguese ("Synchrone Variabilität und Lautwandel im Europäischen Portugiesisch").

Teresa Gruber (München)

### **The pragmatic dimension of phrasemes and foreign language teaching: A case study of Portuguese**

It is widely known that phrasemes are defined as more or less entrenched or idiomatic multiword expressions. They are also considered to be a crucial component of a high level foreign language (FL) competence (cf. CFR 2018). Starting from that observation, this talk discusses the impact of the pragmatic potential of light verb constructions (LVC) – a subgroup of phraseological units – for teaching Portuguese as a foreign language (FL). Since idiomatic usage frequently corresponds to

pragmatic function, it is a central task for FL teaching to take into account the pragmatic potential of phrasemes in general and LVCs in particular. The use of pt. *dar o troco* in (1) instead of the single word *vingar-se* ('to take revenge') could be motivated by expressive functions:

- (1) pt. Querer dar o troco em um namorado infiel é normal [...] 'It is normal to want to pay it back to an unfaithful partner [...]' (CdP:New: <http://ajudaemocional.tripod.com/id502.html>)

We will demonstrate that there is a set of linguistic information which is highly relevant for understanding the pragmatic-communicative dimension of LVCs. Therefore, we would like to show that an exhaustive description of context dependent semantic and syntactic properties is important for systematically teaching the idiomatic usage of Portuguese, considering also the differences between EP and BP. This will be illustrated by a corpus-based case study (cf. CdP) in which the distributional and contextual behavior of Portuguese LVCs, as seen in (1) will be analyzed.

CFR Council of Europe (2018): *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors*. Strasbourg-Cedex: Council of Europe.

CdP Davies, Mark (2016ff.): *Corpus do Português: One billion words, 4 countries*. <http://www.corpusdoportugues.org> (last access: 04.05.2018).

**Teresa Gruber** is a researcher and lecturer at the Department of Romance Philology of the LMU Munich. She received a doctoral degree in Romance Philology for a dissertation about *Multilingualism and linguistic reflection in the Kingdom of Naples in the 16<sup>th</sup> and 17<sup>th</sup> centuries*. With a special focus on Spanish, Portuguese and Italian linguistics, her research interests include multilingualism and language contact, history of linguistic theory, phraseology, metaphors, and political discourses.

Anna Ladilova (Gießen)

### **The contribution of research on transsemiotizing to foreign language teaching**

Recent globalization processes have led to an increasing superdiversity (Vertovec 2007) of modern societies. Studies in intercultural communication, multilingualism, language contact, and foreign language teaching are thus gaining more and more ground. However, cultural and linguistic contact can no longer be explained by homogeneous categories, but need to be analyzed in a dynamic social context (Blommaert & Rampton 2011). Moreover, it has to be taken into account that speakers do not necessarily separate the different linguistic varieties that they have at their disposal, but rather translanguage (Garcia 2009: 140) or transsemiotize (Lin 2015), making use of their whole linguistic and semiotic repertoire in order to communicate efficiently. Especially the different linguistic modes (speech, gesture, etc.) contribute to this communicative efficacy due to "semiotic versatility", which refers to the modality-specific information transmission (cf. Wagner et al. 2014). Merely the "loyalty to a set of norms that regulate the context-bound selection of elements from the repertoire" (Matras 2009: 5) limit the exploitation of the whole repertoire of the speakers.

While language contact studies rarely consider other modes of language apart from speech, the disciplines most engaged in the research of interactional multimodality usually only take into account monolingual interactions (cf. Norris 2013; Streeck, LeBaron, & Goodwin 2011).

The present talk brings together results from empirical research in language contact and multimodality studies (thus transsemiotizing), in order to shed light on the value these findings for foreign language teaching.

**Anna Ladilova's** research focuses mainly on language contact, multimodality, and migration studies. In her PhD thesis she dealt with the language contact situation of the Volga Germans in Argentina. Her postdoctoral thesis (Habilitation) project is a multimodal analysis of the interactive negotiation of integration among Brazilians in Germany. In addition, she does research on the linguistic integration of lusophone migrants in Spain. Apart from that she has developed teaching concepts for multilingual classrooms and is currently involved in international research cooperation on the role of kinesthetic awareness in foreign language learning and on intercultural communication in interaction.

Uli Reich (FU Berlin)

### **Contrastive Linguistics as a predictor for problems in SLA: Focus constructions in Brazilian Portuguese and in German**

It is already a common place in research on information structure that in German all types of focus may be expressed *in situ* by realizing pitch accents on every meaningful element of a sentence, while most Romance languages prefer syntactic devices such as fronting or clefting to indicate where an assertion differs from its presuppositions (Lambrecht 1994). In BP, the line-up of cleft and related constructions available is exceptionally rich and has been addressed widely in the linguistic literature of the last decades (Reichmann 2005, Reich 2008, Kato & Mito 2016, among many others). At least the following constructions are in use:

- (1) O que a Paula quer é chocolate.
- (2) Chocolate é o que a Paula quer.
- (3) A Paula quer é chocolate.
- (4) Quem quer chocolate é a Paula.
- (5) A Paula é quem quer chocolate.
- (6) A Paula que quer chocolate.
- (7) A Paula quer chocolate sim.
- (8) A Paula quer chocolate não.

In German, while cleft constructions are basically available, all foci of these constructions are readily expressed by prosodic means only. To the best of my knowledge, there is no structural explanation for these differing preferences. My talk, also, will not redeem this desideratum, but will compare systematically German and Brazilian Portuguese constructions using a pragmatically fine-grained overview of focus types as the *tertium comparationis* in order to predict where adult learners of these languages will probably encounter problems. In doing so, I will develop a pragmatic account of focus that relies on Kempson's (1975) pragmatic theory and views conversational moves as linguistic actions to change the common ground (Stalnaker 1974, Roberts 1996/2012).

**Uli Reich** studied Spanish Literature in Munich from 1990 to 1996, then switched to linguistics and submitted in 2000 a doctoral dissertation on null objects and full pronouns in Brazilian Portuguese. From 2002 to 2007 he was appointed assistant professor by Daniel Jacob in Cologne, where he was habilitated with a thesis on the prosodic consequences of the contact between French and Wolof in Dakar/Senegal. After a year as invited professor in Rio de Janeiro (UFRJ), he went to the Freie Universität Berlin as a full professor of Spanish and Portuguese linguistics in 2008. His research interests include pragmatics and intonation, language contact and the comparison of language and music as cognitive systems.

Esther Rinke (Frankfurt)

### **Comparing the knowledge of the European Portuguese pronominal system by Portuguese heritage bilinguals and German second language learners of Portuguese**

The present study compares the linguistic competence of monolingual speakers living in Portugal, simultaneous bilingual speakers who acquired Portuguese as a heritage language (HSs) in Germany in the context of migration and speakers with German as their native language who acquired Portuguese as a second language as adults (L2ers). On the basis of a Grammaticality Judgment Task on the properties of the Portuguese system of pronominal clitics, we intent to understand the similarities and differences between the three groups of speakers.

The experimental results show that the performance of both simultaneous bilinguals and second language learners diverges from that of monolingual speakers. However, the similarities between L2ers and HSs are only superficial and the differences reflect fundamental characteristics that set both types of speakers apart. HSs perform nativelike in experimental conditions that are related to the colloquial register and implicit knowledge, provided by exposure to spoken input. Those properties are more challenging for L2ers, who have an advantage over HSs in conditions which are related to the formal/written register, to metalinguistic or explicit knowledge and typically acquired through instruction. We conclude that the simultaneous bilingual speakers show an implicit knowledge that is comparable to that of monolingual speakers and different from that of second language learners. Nevertheless, their knowledge is less stable in relation to properties of the language that are acquired through instruction and form part of the written register.

**Esther Rinke** is a full professor for Spanish and Portuguese Linguistics at Goethe-University Frankfurt. Her research covers comparative Romance linguistics, diachronic syntax, heritage bilingualism and the analysis of linguistic variation. The topics of her publications include theories of diachronic change, the historical development of the nominal domain in Portuguese, word order variation and change in French and Portuguese, the synchrony and diachrony of relative clauses across Romance languages and the analysis of syntactic variation of clitic doubling in Spanish. She has also worked extensively on the relation of language change and language acquisition and on the linguistic competence of Portuguese heritage bilinguals in Germany. Her publications have appeared in journals such as *Bilingualism: Language and Cognition*, *Heritage Language Journal*, *Journal of Portuguese Linguistics*, *Probus* and *Glossa*.

Malte Rosemeyer (Freiburg) / Scott Schwenter (The Ohio State University)

### **Echoic and non-echoic affirmative responses in Brazilian Portuguese**

Portuguese and Galician are the only Romance languages whose system of positive response to polar questions has been classified as a consistent *echo system* (Kato & Tarrallo 1992; Urbano et al. 1993; Armstrong 2008). In Brazilian Portuguese (BP), the canonical response to a polar question is to repeat the verb of the question, as in (1).

Example (1): *Desinfetante* (source: C-ORAL BRASIL (Raso and Mello 2012), bfamd101, n12)

	01	REN	desinfetante a gente preCISA? ('Do we need disinfectant?')
	02		(1.5)
→	03	FLA	preCISA ('Yes [lit.: need it].')

Our study offers a quantitative analysis of the usage contexts of polar responses in a corpus of spontaneous spoken conversations in BP, revealing that the characterization of the BP response system as an echo system only applies to polar question antecedents. Thus, the use of echoic responses is more likely for antecedents in which the speaker displays a low degree of commitment to the truth of the utterance than for antecedents with a high degree of commitment. We argue that this finding can be explained by the fact that (a) because they repeat an element uttered by the previous speaker, echoic affirmative responses are better suited to express Common Ground alignment than non-echoic affirmative responses and (b) antecedents with a weaker degree of speaker commitment call for a stronger expression of Common Ground alignment. Our analysis moreover reveals that it is necessary to distinguish two specific verbal response types – *é* and *tá* ‘is’ – from other verbal responses. Whereas *é* has been conventionalized as a multi-purpose affirmation particle, *tá* is typically used to respond to orders or proposals, which is why *é* and *tá* are significantly less probable to be used as echoes than other verbal responses. In line with the workshop topic, our talk will also address the relevance of these findings for the L2 acquisition of BP affirmative responses.

**Malte Rosemeyer** studied Romance Philology at the Universities of Cologne and Seville, with a focus on Spanish and Italian linguistics. In 2013, he received his PhD degree from the University of Freiburg with the thesis *Auxiliary selection in Spanish. Gradience, gradualness and conservatism*, published in 2014 with John Benjamins (Amsterdam). He has been working as an assistant professor (Akademischer Rat auf Zeit) at the University of Freiburg since 2012. Between 2015 and 2018, he earned a researcher position by the Research Foundation – Flanders (FWO) for his postdoc project “The development of partial interrogative constructions in Spanish and Portuguese” at the KU Leuven.

Tabea Salzmann (Bremen)

**Colonial Portuguese as part of a multilingual space:  
The importance of language contact in Foreign Language learning**

This presentation is intended as a plea for the integration of an intercultural and historic linguistic approach in foreign language teaching. The aim is to create interest and a deeper understanding of the language and its associated cultures. It will highlight the importance of awareness for multilingual situations throughout history, an awareness which can facilitate the process of language learning. This in turn means that I argue against the enforcement of language purity in the classroom and for language learning as dynamic communicative interaction. An awareness of the interrelatedness of language systems facilitates language learning in the long run through its multiple points of access.

The approach is based on the synchronic investigation of language contact between Spanish varieties which display indigenous influence; it draws on investigations into the diachronic development of Portuguese in the Estado da India in the 16<sup>th</sup> and 17<sup>th</sup> century. Whereas my investigations in Spanish were focussed mainly on pragmatics and morphosyntax, I am currently interested in the semantics of a multilingual Portuguese lexicon in use during the colonization of India and Southeast Asia. It reveals the influence of Arabic and Persian, and also of Indian and Southeast Asian languages. My intention in this talk is to exemplify how diachronic investigation of language contact offers a broader access to a language, making cognitive crosslinking easier.

The context of my investigation and a historical overview will be followed by examples found in my analysis of the multilingual Portuguese lexicon spoken (or rather written) in the Estado da India. I shall conclude by demonstrating how this could be used in the classroom in a few paradigmatic exercises.

**Tabea Salzmann** studied Spanish and Indology at the Martin-Luther-University, Halle-Wittenberg. She finished her doctoral degree with summa cum laude in Romance linguistics at the same university in cooperation with the Université de Montréal and the FRIAS Freiburg. Her doctoral thesis entitled *Language, identity and urban space*, the language use of Latin American migrants was published at Peter Lang. She has done postdoctoral work at the Universidad Nacional Autónoma de México on bilingualism, language contact and identity in urban Otomí communities and is currently employed at the University of Bremen, where she works on colonial Portuguese in South and Southeast Asia. Her research fields include language contact in Spanish and Portuguese focusing on pragmatics, (morpho)syntax and semantics, sociolinguistics, ecolinguistics, corpus linguistics and historical linguistics with a focus on the Portuguese of the Estado da Índia.

Albert Wall (Zürich)

**Perception experiments in the study of grammar and in teaching:  
The case of definite articles and external vocalic sandhis in Brazilian Portuguese**

In this talk, I discuss how arguments from perception can bear on theories of production grammar and how perception experiments and their results may be profitably introduced and exploited in the study of foreign language learning and in teaching. The discussion is based on a series of forced choice experiments, in which different groups of participants – native speakers as well as non-natives – had to listen to short extracts of spoken Brazilian Portuguese (BrP) and to discern instances of article contraction from instances without article contraction.

In most current syntactic and semantic theories, accounting for the distribution and interpretation of (in)definite articles is considered a core issue. Their exceptional behavior in BrP, where there seem to be considerably less restrictions on their absence, has therefore led to a lively and controversial debate (see Wall 2017, ch. 2 for a recent overview). Wall (2017) contributed a new perspective to this particular situation by showing that in BrP, phonetic and phonological facts interact with the articles in a unique way: There are strong assimilation phenomena (external vocalic sandhis) that systematically affect the basic forms of the articles and even may delete them entirely. The implications from these observations for recognition and perception grammar are also discussed in Wall (2017), on the basis of production and perception data.

Article systems have also been identified as a problem in second language acquisition (see Kim (2005) and Baldé (2011), among others, for (Brazilian) Portuguese). In these studies, phonetic/phonological and perception issues are not discussed satisfactorily, if at all. Therefore, I propose to add the empirical and theoretical findings from Wall (2017) to the discussion in the acquisition literature. I will furthermore present new perception data from native as well as non-native speakers. Time permitting, I will also report experiences with the profitable use of perception experiments in teaching situations.

**Albert Wall** studied Romance and Slavic Philology at the Universities of Tübingen, Rio de Janeiro and Niterói. In 2015, he defended his PhD thesis on bare nominals in Brazilian Portuguese at the University of Zurich (published in December 2017 as *Bare nominals in Brazilian Portuguese. An integral approach* by John Benjamins, Amsterdam). From 2009 to 2014 he worked in a research project on nominal determination at the Collaborative Research Center (Sonderforschungsbereich) 833 “Construction of meaning” in Tübingen and since 2014 he works at the University of Zurich as an assistant and as a collaborator in a project on differential object marking in Spanish. He is interested in Ibero-Romance linguistics, experimental methods in linguistics and in the combination of methods.

## Participants

**Dr. Conceição Cunha** (LMU München/Bolzano)

[http://www.en.phonetik.uni-muenchen.de/people/associate\\_staff/cunha\\_conceicao/index.html](http://www.en.phonetik.uni-muenchen.de/people/associate_staff/cunha_conceicao/index.html)  
cunha@phonetik.uni-muenchen.de

**Dr. Teresa Gruber** (LMU München)

[http://www.romanistik.uni-muenchen.de/personen/wiss\\_ma/gruber/index.html](http://www.romanistik.uni-muenchen.de/personen/wiss_ma/gruber/index.html)  
teresa.gruber@romanistik.uni-muenchen.de

**Dr. Anna Ladilova** (Gießen)

<https://www.uni-giessen.de/fbz/fb05/romanistik/linguistik/personal/wima/ladilova>  
anna.ladilova@romanistik.uni-giessen.de

**Prof. Dr. Uli Reich** (FU Berlin)

<http://www.geisteswissenschaften.fu-berlin.de/we05/institut/mitarbeiter/reich/index.html>  
uli.reich@fu-berlin.de

**Prof. Dr. Esther Rinke** (Frankfurt)

<https://www.uni-frankfurt.de/44033774/Rinke>  
esther.rinke@em.uni-frankfurt.de

**Dr. Malte Rosemeyer** (Freiburg/Barcelona)

<http://www.romanistik.uni-freiburg.de/rosemeyer/>  
malte.rosemeyer@romanistik.uni-freiburg.de

**Dr. Tabea Salzmänn** (Bremen)

<http://www.fb10.uni-bremen.de/lehrpersonal/salzmänn.aspx>  
t.salzmänn@uni-bremen.de

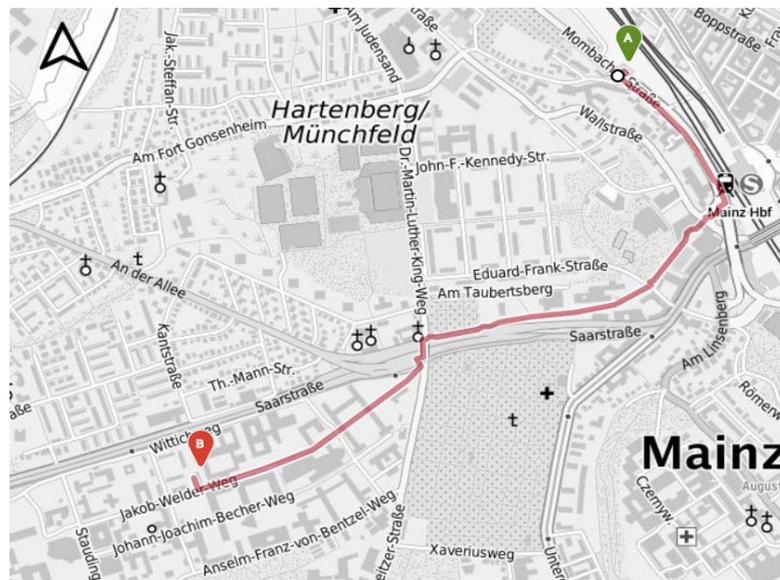
**Dr. Albert Wall** (Zürich)

<http://www.rose.uzh.ch/de/seminar/personen/wall.html>  
albert.wall@uzh.ch

<b>Useful addresses</b>	<b>Accommodation</b>	<b>B&amp;B Hotel Mainz-Hbf</b> Mombacher Straße 2b 55122 Mainz
	<b>Venue</b>	<b>Philosophicum II</b> Room: 00.212 (ground floor) Jakob-Welder-Weg 20 55128 Mainz
	<b>Workshop dinner</b>	<b>Restaurant Salute</b> Mittlere Bleiche 16 55116 Mainz

**How to get to the venue (Philosophicum II):** Several buses and tramway lines run between Mainz main station (Hauptbahnhof) and the university campus, where the venue is located. The easiest way is to take tramway lines 51, 53 or 59 from the Mainz main station (Hauptbahnhof) to “Lerchenberg/Hindemithstraße” or “Hochschule Mainz” and to get off at the station “Friedrich-von-Pfeiffer-Weg”. The tramway runs approximately every 10 minutes.

**from hotel (A) to venue (B)**



**from hotel (A) to workshop dinner (B)**

