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**Abstracts**  
**The Third Conferece**  
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**1. *English spoken here: Teaching English as a Foreign Language in Poland***

Joanna Szerszunowicz (Białystok University, Poland)

In Poland teaching English as a foreign language has undergone serious changes conditioned by various factors over the last decade. Due to political influences the Russian language used to be the main foreign language taught at school, with much less attention given to western languages. After the statehood transformation of 1989 the English language started to be treated as an important subject at all levels of school education and replaced Russian. From the teaching point of view, significant changes have also taken place. Generally, the shift from grammar-oriented teaching to communication-oriented teaching has been observed in teaching foreign languages in Poland.

Nowadays in Poland English is taught as an optional course in kindergartens. Children start to have English classes at primary schools (6 years) and then learn English in junior high school (3 years). At the end of their education they have to take an examination in English. At secondary school (3 years) they may choose to continue English lessons and at the end of their studies they have to take a written and oral examination in one foreign language. English is chosen by the vast majority of students every year. English education may continue – and usually does – at universities.

**2. A Brief Introduction to Major English Learner's Dictionaries Compiled and Published in Mainland China since 1980s**

郎建国(Beijing International Studies University, China)

It is natural to imagine that many English learner's dictionaries must have been compiled and published in China as her population of learners of English has increased into the largest one in the world since her adoption of the open-door policy at the end of the 80s in the last century. These dictionaries fall into three main categories: bilingual English-Chinese dictionaries, English monolingual dictionaries and their bilingualized versions. This presentation will give a brief sketch of some major dictionaries in the

first group in terms of their history, merit and demerits and some thoughts on how such reference books could be improved to better meet Chinese dictionary users' needs.

### 3. Towards a Corpus-based Approach to the Treatment of Idioms in Japanese Idiom Dictionaries

Priscilla Ishida (University of Tsukuba)

This paper explores the role of corpus data in the development of Japanese idiom dictionaries. Japanese idiom dictionaries have typically made use of invented examples or manually-collected examples from novels and newspapers. Many dictionaries provide limited information regarding the use of individual idioms and the semantic distinctions between idioms with related meaning. However, it is possible that a large-scale corpus comprising a variety of genres and texts may reveal patterns of meaning and use that have thus far been difficult to detect. This paper uses the 2009 Monitor Version of the Balanced Corpus of Contemporary Written Japanese (BCCWJ), a large-scale corpus currently under construction, to analyze a small group of Japanese verb phrase idioms of surprise: *akke ni torareru* lit. 'be taken by astonishment,' *shita o maku* lit. 'wind one's tongue,' *koshi ga nukeru* lit. 'one's hips collapse' / *koshi o nukasu* lit. 'collapse one's hips.' The analysis compares and contrasts these idioms with respect to:

- 1) the sentence patterns in which they appear;
- 2) their verb forms, syntactic restrictions, and collocates;
- 3) their semantic features (e.g. <abstract> <expressive>).

Corpus data show that the target idioms have distinct patterns of use that are often linked to specific semantic features. This paper concludes that the description of idioms in Japanese idiom dictionaries should be based on the results of corpus analysis combined with traditional methods of linguistic analysis.

### 4. フランス語の新聞テキストに見られる色彩形容詞を含む複合名詞 : Or noir, Billet vert, Nuit blanche などについて

藤村逸子 (名古屋大学)

本発表は、色彩形容詞と名詞の2語の組み合わせからなる *Maison Blanche* ('house' 'white') 「ホワイトハウス」、*Or noir* ('gold' 'black') 「石油」、*Billet vert* ('bill' 'green') 「ドル」、*Nuit blanche* ('night' 'white') 「眠れない夜」などの複合名詞を対象とする。大規模コーパスにおいてこの種の複合名詞の形成と使用を観察することにより、フランス語の色彩語彙の役割の一端を明らかにすることが目的である。コーパスは、新聞テキスト (Le Monde 紙 6年分) と文学作品など

の種々のテキストを集めたコーパスを対比的に用いる。この種の複合名詞は新聞などの報道テキストに多量に出現するが、文学テキストや話し言葉にはあまり出現しない。文法的には、「名詞」＋「形容詞」の語順、「名詞」と「形容詞」間の形態的一致という無標の構造をなしている。2語間の融合度は高くはない。色彩形容詞を別の色彩形容詞に置換できる場合が多く、生産性がある。

以下に挙げる、この種の複合名詞の形成と使用の二つの特徴は、1)色彩は存在物の最も目立つ特徴の一つであるために名付けに利用されやすいこと、2)基本的色彩語の数は限られ、多かれ少なかれ閉じた体系を成していることと関連している。

1) 正式名称が存在する対象に対し、ニックネームとして使われる (Or noir, Billet vert など)。短い簡単な名詞と色彩形容詞の組み合わせからなる。同一名詞の繰り返しを避け、表現を豊かにするテキスト形成上の要請に基づく。報道テキストのように同一の対象について多述するテキストで多用される。

2) 色彩形容詞は色彩語のパラダイムを構成し、名詞と弁別的、かつ交差的に結合する。名詞の下位範疇化がなされるとは限らない。Or noir「石油」と Or blanc('White Gold')「白金」は、Or('Gold')「金」の下位範疇ではないし、Lunettes noires ('glasses' 'black')「黒眼鏡」と Lunettes roses ('glasses' 'pink')「楽観的な見方」も同様。

## 5.「スペイン語のコロケーションのタイポロジー：コロケーションから慣用句へ」

小池和良<sup>かずみ</sup> (拓殖大学)

本発表では、スペイン語の「動詞+名詞句」のコロケーション多様性を分析し、その分類案を提示する。更に、コロケーションから形成された慣用句の存在を示し、コロケーションという語の連結の意味的な生産性を指摘する。

「動詞+名詞句」のコロケーションは統語構造も意味構造も一様ではない。分類案は統語構造・意味・結合のタイプに基づいている。

**統語構造**：統語構造に注目すると「単純コロケーション」と「複合コロケーション」に分けられる。前者は名詞句の統語核が1個の名詞であるコロケーション、後者は統語核が複合語であるコロケーションである。

**意味**：コロケーションが示す意味が、一個の動詞に相当するような「機能的コロケーション」(tomar una decisión, make a decision, 「決断を下す」)と、多様な意味を示す「語彙的コロケーション」(lavar el arroz, wash rice, 「米を研ぐ」)がある。

**結合**：語と語の結合に注目すると、「一般的コロケーション」と「異型コロケーション」が認められる。前者は名詞と動詞の語彙素が結合しているグループで(「変な噂が立つ」)、後者は修飾語(形容詞)と動詞の語彙素が結合しているもの(「教

訓めいた言葉を垂れる」と、名詞と動詞の語彙素が結合しているが、コロケーション全体の意味が比喩化している場合（「英語のシャワーを浴びる」）である。

分類案を提示した後、コロケーションから形成された慣用句について検討する（「釘を刺す」「手綱を締める」「手綱を緩める」「熱が冷める」「根を下ろす」）。

最後に、多義的なコロケーションの存在を指摘する。多義的コロケーションとは、コロケーションとしての意味の他に、隠喩的意味で使われたり、慣用句化するコロケーションである（「地面の穴を埋める」「帳簿の穴を埋める」「イチローの穴を埋める」）。

## 6. *You know what*: From a proposition-deleted question to a discourse marker

Wang Haixia (Beijing International Studies University, Kwansai Gakuin University)

*You know what* is variously used in spoken discourse, which may serve as a proposition-deleted interrogative, a comment clause, or a discourse marker. As an elliptical question with propositional meaning, it can be easily made complete and rewritten as “do you know what I want to say/what actually happened/...?” in some instances. As a comment clause, it primarily conveys the speaker’s emphasis of the importance or newsworthiness of the following proposition. As a discourse marker, it may play an important role in marking boundaries in conversation, namely, initiating or closing discourse. More often, it is used to signal causal or elaborative discourse relationship across utterances, or mark a topic shift at a more global level. In addition, *you know what* may also serve the function of filling a pause, denoting utterance continuation. In such occasions, *you know what* can be said to contribute to the structure and coherence of discourse and it is textually significant. It is argued that the three macro uses can be taken as different stages of *you know what* in the process of grammaticalization. What is involved in this process is increase in scope of modification, decategorialization, desemanticization and pragmatic strengthening.

## 7. 「慣用句としての(even) if only の用法について」

甲斐雅之（京都女子大学）

本発表では、次の(1)～(3)における付加詞 (adjunct) が後続する *if only* の用法について、学習英和辞典の記述を点検しつつ、コーパスや発表者が収集した用例を基に、①縮約節として見た場合、統語的振る舞いに関して他の *though* などの接続詞や *if not* などの慣用句とどのような違いがあるのか、②どのような意味的特徴を持つ付加詞が後続するのかを明らかにし、*if only* が付加詞の前に置かれる一種の副詞的慣用句としての特徴を持つと主張する。

(1) Admittedly, these were no more than straws in the wind. But they were ominous ones, if only because the U.S. political system rests so heavily on what New York

lawyer Sherwin Goldman has christened “the pain principle.”(Robert C. Christopher, *The Japanese Mind*).

(2) A poorer world economically, but one in which the common people learned, if only out of sheer necessity, how to live peacefully in cramped quarters, how to turn disaster into progress, and poverty into an aesthetic ideal. (Diane Durston, *Old Kyoto*)

(3) At the same time, the body freezes, if only for a moment, perhaps allowing time to gauge whether hiding might be a better reaction. (Daniel Goleman, *Emotional Intelligence*)

なお、本発表では、(4)におけるように *only* の代わりに *just* が続く例や、(5)におけるように BNC や Wordbanks では見出されず、日本の学習用英和辞典では取り上げられていない *even if only* の形についても考察の対象とし、表現のバリエーションの可能性についても言及したい。

(4) I'd already decided that such behavior on her part warranted my having another cigarette—if just to hold up her coffee a few minutes longer—when I saw that it was Lily calling from the home phone. (Lauren Weisberger, *The Devil Wears Prada*)

(5) I still like to keep in touch with friends, even if only occasionally. (*Cambridge Dictionary of American Idioms*)

## 8. Old and New Phraseological Units: Currency Assessment and Mechanism of New Formation

Katsumasa Yagi (Kwansei Gakuin University)

Living languages change as time changes. New phraseological units (hence PUs) are being constantly created in English while we are not aware of them. *Comes at a cost* is one of the many examples of new PUs, while PUs like *How goes the enemy*, *as far as in me lies* and *I'm easy* are becoming old-fashioned or obsolescent.

We will discuss how to assess the currency of PUs like *She came to complain about her husband and really bent my ear!* and others which have long been recorded in dictionaries. We will also discuss how new PUs come to being by using *comes at a cost* as an example. The fact that *no sooner than* seems to be taking over the traditional PU *as soon as* will be proved by using corpora. And finally, how a fairly new PU *be about* (or *A is about B* construction) as in *What is phraseology about?* has come to being will be also discussed.

## 9. Phraseology and Register: the language of sports articles

Atsuko Furuta Umesaki (Kwansei Gakuin University)

English in sports articles has characteristic styles whose purpose is to make us feel as if we were watching the sport. In terms of sentence structure, adverbial

participle clauses and *with* constructions are frequently used. At the same time, a large number of unique word combinations can be identified: for example, in football articles, *fired narrowly wide, was bundled over, tap into, raced into the box and took the game to*. These phrases involve a kind of metaphor. In this paper, the English used in football articles is examined in comparison with baseball English. Using a corpus compilation and analysis tool, the Sketch Engine, BBC and CNN articles on football and baseball were collected. The unique phrases are analysed qualitatively and quantitatively. Based on the findings, the paper suggests the possibility that language is produced more often by the combining of phrases than by production in terms of syntactic rules.

#### **10. Phraseology and L2 Acquisition: Assessing the Role of Formulaic Sequence**

Shuhei Kadota(Kwansei Gakuin University)

The organization of words in the mental lexicon in L2 as well as in L1 represents paradigmatic and syntagmatic networks in which activation spreading, in principle, provides a plausible theoretical background. The typical recurrent, collocational unit of the latter network is called ‘formulaic sequence’ (FS), which can be defined as a sequence of words, which is prefabricated: that is, stored and retrieved whole from memory at the time of use (Wray, 2002: 9).

Kadota (2005) reported the experimental data in which he attempted to explore the development of two types of lexical links (i.e. paradigmatic and syntagmatic) by Japanese EFL learners. The result suggests that, although there was no significant difference as to the rate of response errors, syntagmatic judgment needed longer reaction latencies than the paradigmatic judgment.

On the other hand, Isobe (2010) gave her EFL participants a word-order appropriateness decision task on the sequences of words, and found that the FS was processed faster than the non-FS, which suggests that FS has an empirical reality in the L2 processing. Further efforts of research are certainly vital to the clarification of the usefulness of FS in L2 acquisition and to the pursuit of the ways to enhance the acquisition of FS.

#### **11. Ethnic stereotypes reflected in phraseology: a contrastive perspective**

Joanna Szerszunowicz (Białystok University, Poland)

In natural languages numerous phraseological units, such as collocations, idioms and proverbs, are motivated by stereotypical images developed in a given culture. Illustrative examples of the phenomenon are phraseological units reflecting the

stereotypes of nationalities. The units refer to the appearance, characteristics, behaviour considered typical of a given nation etc. The stereotypical images tend to be stable and resistant to changes. Ethnic stereotypes have developed in particular cultures over centuries as a result of many various factors, i.e. geographical position of a given ethnic community, events in history etc. Therefore, differences are likely to be observed in a contrastive perspective.

The aim is to present Polish units motivated by ethnic stereotyped images excerpted from phraseological dictionaries and discuss their cross-linguistic equivalents. Numerous idioms convey a negative evaluation, resulting from the valuation OWN (good) – FOREIGN (bad). Another problem of interest in a contrastive perspective is the one connected with the differences between the autostereotype and heterostereotype, both of which can be verbalized in the form of fixed language units. The phenomenon at issue will be discussed on the example of Polish phraseological autoportrait contrasted with the picture of a Pole conveyed by two other European languages, i.e. French and German.

## 12. Phraseology in Dictionaries: from identification to description

Makoto Sumiyoshi (Setsunan University)

Corpus studies have revealed that languages consist of recurrent fixed strings of words, that is, phrases or multiword expressions (henceforth MWEs). They are dealt with in the realm of phraseology, which has expanded its territory to the extent that it includes a wider variety of language phenomenon including what has been called valency/complementation than so far assumed. Phrases or MWEs need to be accounted for in the dictionary (Atkins and Rundell 2008: 167) but phraseology presents a major challenge for lexicographical practice (Moon 2008: 13). Siepmann (2008) discusses how (in)adequately phrases or MWEs are covered in learners' dictionaries.

When phraseology is taken into account in dictionary-making, there are two stages. One is identifying phrases or MWEs in a large amount of data, and the other is which phrases or MWEs identified at the first stage are to be described in dictionaries. I will argue that: (i) it is crucial for the development of lexicography to identify, in recourse to corpora, recurrent patterns of words serving various functions, although "patterns are difficult to spot" (Hunston 2010); and (ii) more comprehensive coverage of phrases or MWEs can sometimes be observed in Japanese-English learners' dictionaries than in monolingual learners' dictionaries. To illustrate the first point, I will delve into the behavior of *more than that* as a conjunct, and the second point will be discussed on the basis of my 2009 investigations of descriptions of *that*-taking verbs in dictionaries.

### **13. A branch of phraseology: A linguistic approach to the analysis of up-to-date phraseological units observed in present-day English**

Ai Inoue (National Defense Academy of Japan)

This study explains phraseology in present-day English from a linguistic perspective, referring to the establishment and progression of phraseology. Phraseology was established from two standpoints: a practical educational standpoint and an empirical linguistic one. The former began with S. Katsumata's *Eigo Katsuyou Gosenku* (1889) and the concept that EFL (English as Foreign Languages) learners should study phrases beyond grammatical rules, not grammar or words, to improve their English proficiency and that such phrases hinder their English learning. The researchers who were working on phraseology from a practical educational standpoint at that time tackled the concept in dictionaries by trial and error to understand the kinds of phrases that should be incorporated and the kinds of their arrangements that would be effective for EFL learners. This study explains the characteristics of each dictionary, from 1889 to the present-day ones, in detail.

The research from an empirical linguistic perspective can be classified into six periods as follows: (1) the primitive period from 1909 to the 1930s, (2) phraseology carried out by Vinogradov and Amosova as Russian national polices in the 1930s, (3) collocational studies conducted by neo-Firthian school of linguists such as Mitchell, Sinclair, and Halliday in the 1950s and 1960s, (4) Makkai's works influenced by Russian phraseology in the 1970s, (5) phraseological studies that employed corpora in the 1980s and 1990s, and (6) the beginning of various kinds of phraseological studies by the establishment of the EUROPHRAS (European Society of Phraseology) conference from 1999 to the present. Similar to the concept cited in the practical educational standpoint of phraseology, empirical phraseological linguistic studies are based on the idea that phrases belonging between sentences and words play a crucial role in a human being's pursuit of language activities. The researchers who carry out phraseological studies from a linguistic perspective start finding phrases and subsequently explain them systematically. In addition, the results of their works can often be reduced to English education such as Makkai's phraseological dictionaries (1975, 1987). The study elucidates the phraseological studies of each period mentioned above and especially focuses on those of (6).