

新しいlexical richness指標 S の提案

– 学習者の産出語彙頻度レベルの推定 –

小島ますみ

Abstract

In this study, I describe a new approach to assess the lexical richness of written text produced by second language learners of English. Several measures have been proposed to examine the learners' productions regarding the frequency information of vocabularies used in the text, for example, Lexical Frequency Profile (Laufer and Nation, 1995) and P_Lex (Meara and Bell, 2001). None of these measures, however, seem satisfactory (Daller and Xue, 2007; Meara, 2005). A new measure, which is called S , is calculated by randomly sampling words from a transcript to produce a curve of the cumulative ratio of lexes against the frequency levels for the empirical data. S is shown to be a valid and reliable measure of lexical richness.

アカデミック・コーパスのディスコース・ストラテジーの初期的検証

－ 物理化学論文のAbstractにおけるMove分析 －

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Abstract

This study explores the use of English discourse strategy in physical chemistry abstracts. In order to investigate how researchers send clear messages regarding the contents of their studies, move analysis was used to account for finite verb tense, voice and specific vocabulary in 30 abstracts of a representative journal in this field. The results indicate that although each move showed the different frequencies in the use of tense and voice, the features of the moves in this genre did not agree with the findings in previous studies. The researchers in this disciplinary field tended to report detailed experiment procedures in *Methods* and substantial research findings in *Results*, and thus they could omit *Introduction* and *Conclusions*. In general, present tense was more used than past tense in order to create the image of new accomplishments of their research.

日本人英語学習者のイベントスキーマと文型への親密度

–JEFLL Corpusの分析を通して –

能登原祥之

Abstract

This article surveys and describes Japanese EFL learners' relative familiarity with twelve canonical event schemata with sentence structures through a JEFLL Corpus analysis. The results of a 4-gram analysis show that learners tend to use SV, SVC, and SVO structures in six timed essays compared with other structures (e.g. SVOO, SVOC etc.). Furthermore, correspondence analysis reveals that learners are mainly familiar with Occurrence schema with copula-based SVC (e.g. *be*), Self-motion schema with SV (e.g. *go*), Possession schema with SVO (e.g. *have*), and Emotion schema with SVO (e.g. *like*). These results suggest that on the basis of four familiar verbs and their verb patterns, low and intermediate learners at the Japanese university level should enrich their productive verb patterns.

A New Approach to L2 writing:
A Parallel Corpus of Japanese Learners' Essays and
Those Corrected by Native English Speakers

Nozomi Miki

Abstract

This research introduces a parallel corpus, as a new approach to L2 writing, which consists of argumentative essays written by Japanese learners of English (NNSs) and those corrected by native English speakers (NSs) instead of a source text in one language and a target text in another. Our research informs non-native writing teachers of possible alternatives to learners' errors and ways to correct them with a line-by-line correspondence between the parallel texts, leading to the discovery of hidden uses, which has not been possible in comparable corpora and recent L2 writing research. We demonstrate how our unique parallel corpus can bridge gaps between comparable corpora and writing teachers' needs.

Piers Plowman における否定接頭辞in-とun- の考察

岡田 晃

Abstract

As a whole, English has a great number of foreign words as well as morphemes in Present-day English (PE). The negative prefixes, *dis-*, *in-* and *non-* are some of them, and all of them came into English in the Middle English period (ME). Their linguistic behaviors stabilized in English without their becoming obsolete. In spite of the influx of the vast number of Latinate or French words, *un-* words interestingly survive in PE. It seems apparent that *un-* keeps on prefixing to English words to derive new coinages. This reflects the fact that *un-* is one of the most productive prefixes in PE, as linguists such as Siegel (1974), Allen (1978) and Selkirk (1985) point out. The purpose of the paper is to explore the linguistic behaviors of *in-* and *un-* as they can be discerned in *Piers Plowman* in ME, especially focusing on the following points: (1) the features of the two prefixes; (2) a description of their syntactic categories; and (3) the relation between *in-* / *un-* and alliteration.

迂言的使役構文の*-ing* 補文

–get, send, set, startの補文動詞 –

友次克子

Abstract

This paper investigates the periphrastic causative *-ing* constructions in present-day British English. Complex transitive complementation in which the direct object is followed by the *-ing* participle is abundant in perception verbs, but a number of verbs take the *-ing* complements when they have causative meaning. Four verbs *get*, *send*, *set*, *start* followed by NP *-ing* participle are taken from the British National Corpus. The searched results show that each main verb attracts a specific verb class in *-ing* and denotes onset causation or the causative ingressive. The force-dynamic analysis of causation, the meaning of the *-ing* form, the original sense of the main verb and its extension in the construction are discussed in the framework of construction grammar.

***There* + Singular *be* Construction:**

Synchronic and Diachronic Perspectives

Michiko Yaguchi

Abstract

The *there* + *be* construction is a topic frequently encountered in linguistic literature with synchronic and diachronic perspectives owing to its unique nature. *There's* is well known for its own peculiar grammatical behaviors: it exhibits a high level of number disagreement and frequent co-occurrences with definite referents, functioning as a fixed pragmatic formula after undergoing the long process of the grammaticalization and subjectification of *there* + *be*. The other finite verbal forms, however, have received little attention in previous studies. This paper focuses on the other singular *be* forms, i.e. *there is* and *there was*, both of which Breivik & Martínez-Insua (2008) state function as pragmatic markers like *there's* in present-day English. A number of points are revealed in synchronic and diachronic investigation. First, *there's* and *there is* do not share the same semantic-pragmatic functions. *There is* is clearly different from *there's* not only in formality and expositoryness but also in pragmatic use as well as in its historical development. Second, although *there was* and *there is* are considered to have shared the same kind of function of expressing an existential sense until early Modern English, *there was* evolved into the primary pragmatic marker in contemporary English. This study proposes that communicative needs have helped differentiate *there's*, *there is*, and *there was* in their grammatical and discursive behaviors.

小学校『英語ノート』の語彙分析

中條清美・西垣知佳子

Abstract

In anticipation of compulsory foreign language education beginning in 2011, the Ministry of Education, Culture, Sports, Science and Technology has produced a textbook called *Eigo Noto* [*English Notebook*] for the new fifth and sixth grade curricula. In this study, the *Eigo Noto* vocabulary was examined with regard to vocabulary size, level, and efficacy; the amount of overlap with the junior and senior high school (JSH) textbook vocabulary currently used nationwide; and the semantic categories to which the *Eigo Noto* vocabulary belongs. It was found that: 1) over half of the 386 words used in *Eigo Noto* appear in JSH textbooks; 2) a significant number of words fall into semantic categories, such as 'life and living things,' 'food,' and 'entertainment'; 3) many words ranked at the 8th grade or higher are included; and, 4) when supplemented to JSH textbook vocabulary, the vocabulary of *Eigo Noto* enhances the vocabulary coverage in certain language activities such as survival English. Overall, the *Eigo Noto* vocabulary could function both as a basis for elementary education as well as an important supplement to secondary education.