

論文の英文要旨

論文題目

A Comparative Study of English Phrasal Verbs and Japanese Compound Verbs from the Perspectives of Second Language Acquisition and Language Pedagogy

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This dissertation analyzes English phrasal verbs and Japanese compound verbs, revealing how spatial concepts in the two languages are used in a variety of non-spatial senses as well as the degree to which the two categories correspond morphologically and semantically. It focuses in particular on forms based on the key spatial concepts of internal motion, external motion, and upward motion, namely “verb + in/into”, “verb + out” and “verb + up” in English and “V1+ *komu*”, “V1 + *dasu*” and “V1 + *agaru*” / “V1 + *ageru*” in Japanese. The first chapter outlines the rationale for focusing on these forms, namely that they are highly productive vocabulary items frequently used by native speakers that are problematic for learners to acquire due to their morphological complexity, polysemy, non-compositionality and seemingly inconsistent correspondence across languages.

Chapter 2 reviews previous literature on phrasal verbs in English. This dissertation adopts a wide definition of a phrasal verb as a combination of a verb with a particle and/or preposition. This definition is in line with previous studies with a pedagogical focus. Finer distinctions between, for instance, verb and particle combinations and verb and preposition combinations are not necessarily salient for learners so are not focused on in the discussion. The chapter considers a number of proposals for improvements in the teaching of phrasal verbs and points out their limitations. In particular, little consideration has been made of learners’ native languages beyond the general distinction between languages that possess compound verbs and those that do not. There have been few, if any, attempts to use functionally equivalent L1 forms, which may not fit narrow definitions of phrasal verbs but nonetheless share significant features, to help with phrasal verb pedagogy. This dissertation thus proposes a combination of more common cognitive linguistic based explanations and a deliberate comparison with functionally similar forms in learners’ native language. For Japanese learners of English, this entails a comparison of phrasal verbs with compound

verbs. Chapter 3 briefly reviews key literature on compound verbs and confirms that there has been a similar lack of consideration of native language when making pedagogical proposals for learners of Japanese. This dissertation therefore presents a novel attempt to directly apply insights from contrastive linguistics to language pedagogy.

Chapter 4 presents a survey of a dictionary of phrasal verbs and analyzes which kinds of phrasal verbs correspond morphologically and/or semantically to Japanese compound verbs. The main conclusion is that phrasal verbs in which the spatial meaning of the second element (i.e. the particle or preposition) is preserved correspond more readily to equivalent compound verbs. Where meaning has expanded to non-spatial meanings, notably aspectual meanings, correspondence is more limited. In such cases morphological equivalence may not equate to semantic equivalence (“sell out” and *uri-dasu* ‘sell-out’, ‘sell’). Corresponding compound verbs may be expressed through different spatial metaphors (“wash out” and *arai-otosu* ‘wash-drop’, ‘wash out’) or lack spatial meaning at all (“burst into” and *shi-hajimeru* ‘do-start’, ‘start doing’; “ride out” and *nori-kiru* ‘ride-cut’, ‘get through’). In many cases, other expressions altogether may be required to express similar meaning to the phrasal verb in question (“mist up” and *kasumu* ‘get misty’; “pass out” and *ishiki wo ushinau* ‘lose consciousness’). Analysis reveals that lexical features of the verb combine with a limited number of meanings of the particle/preposition to form semi-productive classes of phrasal verbs, such as verbs of removal with “out”, verbs of creation with “up” and verbs of psychological state with “into”. These findings suggest that the idiomaticity of phrasal verbs has been overstated to some extent, given that principled explanations are possible not only for fully compositional items, but also for semi-compositional items.

Chapter 5 approaches compound verbs from the perspective of phrasal verbs. It identifies those uses where correspondence is widespread, as well as those where it is limited or infelicitous. For instance, expressions based on internal movement and external movement in English and Japanese show contrastive features. Internal movement and external movement have expanded senses related to inchoative (“launch into”) and resultative (“fight out”) meanings respectively in English, whereas the opposite pattern is observed in Japanese, where “V1 + *dasu*” productively expresses inchoative meaning while “V1 + *komu*” frequently expresses resultant state. Useful generalizations can thus be made that can potentially aid language learners.

Chapter 6 presents the results of an experimental study on the acquisition of compound verbs by university level Japanese learners of English. Three sets of audiovisual resources were developed based on the analysis provided in chapters 4 and 5, and the effects of each set were tested in a 4-group study. Resources that combined insights from both cognitive linguistics and contrastive linguistics proved to be more effective than resources featuring

insights from just one field, and more effective than the rote memorization method used by a control group. The “combined” resources were also beneficial for the largest proportion of learners. Together, these findings suggest that phrasal verb pedagogy can benefit from a degree of explicit comparison with functional equivalents in learners’ native languages.

Chapter 7 presents the results of a survey of native English speakers’ understanding of compound verbs. There is a dearth of data about compound verb acquisition among English native speakers, so a preliminary study was conducted to reveal the degree of understanding of compound verbs among intermediate level learners. Results of a translation task and an acceptability task suggest that learners’ understanding of compound verbs is incomplete, relies on parallels with English expressions, and lacks sensitivity to the contexts where compound verbs are appropriate or inappropriate. These findings provide a basis for future experimental studies similar to the phrasal verb study reported in chapter 6.

Chapter 8 summarizes the findings of this dissertation and its contributions to language pedagogy. By reappraising regularities in the semantics of phrasal verbs, this dissertation has made possible a detailed comparison with compound verbs in Japanese and established general, non-idiomatic principles that explain a significant proportion of phrasal verbs and their (lack of) correspondence with compound verbs. It then demonstrated the real pedagogical effects of considering functional equivalents in the native language of learners in order to better adapt teaching materials to their needs. It is hoped that future studies will explore pedagogical possibilities for speakers of other languages lacking phrasal verbs but possessing functional equivalents that could be leveraged to aid phrasal verb acquisition.