



データ駆動型学習を見据えた

英語の倒置表現の探索および実例データ集積の試み

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14:15-14:35

1

はじめに（少し長めの背景説明）

- なぜ倒置表現か？
- なぜData-driven-learning（データ駆動型学習）か？

2

倒置表現テキスト

- 対象とする「倒置」表現
- COCAの利用（subject-auxiliary inversion）
- データ集積（subject-dependent inversion）

3

今後の予定・目標

1

はじめに

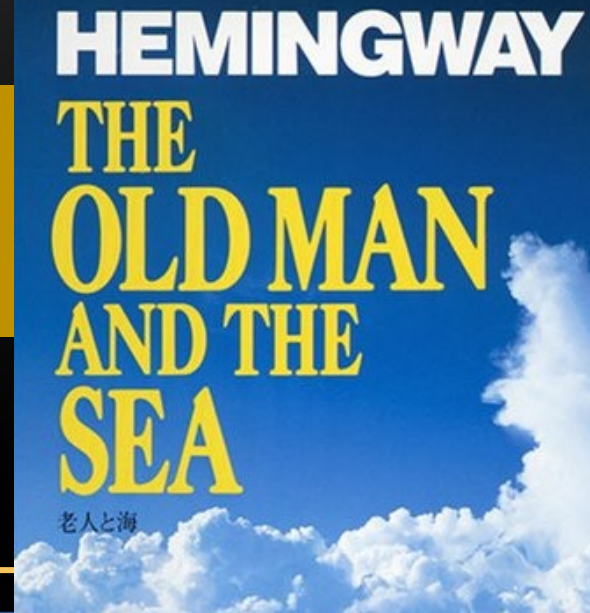
1. 背景：なぜ倒置表現？

2020年度前期

- 14週すべてオンライン授業（Microsoft Teams 利用）
- 履修人数：約40人（× 2クラス）
- 双方向性あり
- データ・ダイエット要請のため、パワー画面を提示。

副教材/授業外学修の課題：

みなで『老人と海』を読んでみよう



1. 背景：なぜ倒置表現？

Project Gutenberg からテキストをダウンロードし，エクセルに1文ごとに貼り付けた。そのファイルを全員で共有し，担当となった英文に文の構造がわかるような日本語訳をつける。

サンティアゴのつぶやきにふつうとは語の並びが違うものがあり，気になっている。

Hemingway を読めたのがよかった

022S	I wish a flying fish would come on board tonight.	今夜トビウオが船に来たら良いのに。
024F	But I have no light to attract them.	しかし、私は彼らを引き寄せる光を持ってはいない。
030X	A flying fish is excellent to eat raw and I would not have to cut him up.	トビウオは生食するのに素晴らしい魚だ。切らなくていいだろう。
036G	I must save all my strength now.	私は今、私の力をすべて節約しなければならない。
037Y	Christ, I did not know he was so old.	ああ、私は彼がこんなに年老いているとは思わなかった。
040N	"I'll kill him though."	「殺すよ、殺すよ。」
044L	"In all his great life he had never been so angry."	「彼の偉大な人生の中で、彼はこんなに怒ったことがなかった。」
055T	Although he was angry, he did not say a word.	彼は怒っていたが、何も言わなかった。
056N	But I will say what I think.	しかし私は男の人ができることと耐えることを彼に教えよう。
059S	"I told the old man that I was a fisherman."	「少年に自分はおかしな老人だと伝えたことがあった」彼は言った。
060T	"Now is when I am going to prove it to you."	今がそれを証明する時だ
067X	The thousand times he had done it.	それが無意味だと彼が証明してきた千回
068R	Now he was proving it again.	今彼は、それを再び立証しようとしていた。
076T	Each time was a new time and he never thought about the past when he was doing it.	一回一回が新しい時で、彼は行動するときは過去について一度も考えたことは無かった。
001F	I wish he'd sleep and I could sleep and dream about the lions, he thought.	奴が眠ってくれたらと私は望む、そして私も眠ることができて、ライオンの夢を見られる。
014Y	Why are the lions the main thing that is left? Don't think, old man, he said to himself.	なぜライオンは残った主なものだったのだろうか。考えるな、老人。彼は自分自身に言い聞か
018X	Rest gently now against the wood and think of nothing.	今、落ち着いて木にもたれかかって休み、何も考えていない。
020S	He is working.	彼は動いている。
024R	Work as little as you can.	できるだけ働かないで

1. 背景：なぜ倒置表現？

009N	"If the fish decides to stay another night I will need to eat again and the water is low in the bottle.	「もし魚がもう一夜とどまることを決めたなら、私は再び食事をとる必要があ
013T	I don't think I can get anything but a dolphin here.	私(老人)はシイラ以外はここで釣れるとは思わない。
014N	But if I eat him fresh enough he won't be bad.	
022S	I wish a flying fish would come on board tonight.	
024F	But I have no light to catch them.	
030X	A flying fish came on board tonight.	
036G	It was a large one.	
037T	But he seemed calm.	
040T	But what was his plan?	
055T	And what was mine?	
056N	But I must improvise to his size.	
059S	"I told the boy I could kill him."	
060T	"Now is when I must prove it."	
067X	The thousand times that he had proved it meant nothing.	
068R	Now he was proving it again.	
076T	Each time was a new time and he never thought about the past when he was doing it.	
001F	I wish he'd sleep and I could sleep and dream about the lions, he thought.	
014Y	Why are the lions the main thing that is left? Don't think, old man, he said to himself.	
018X	Rest gently now against the wood and think of nothing.	今、落ち着いて木にもたれかかって休み、何も考えていない。
020S	He is working.	彼は動いている。
024R	Work as little as you can.	できるだけ働かないで

サンティアゴのつぶやきにふつうとは語の並びが違うものがあり、気になっている。

But he seems calm, he thought, and following his plan.
But what is his plan, he thought. And what is mine?
Mine I must improvise to his because of his great size. If he will jump I can kill him.

気づきを拾えなかったという後悔 → 本日の発表

1. 背景：なぜDDL？

DDL（データ駆動型学習）ってなに？

まずは典型的なDDL。
のちほどDDLが多様であることを説明します

DDL (Data Driven Learning)

- ▶ Corpus;
- ▶ Concordance;
- ▶ keyword-in-context (KWIC)

The screenshot shows the m-SCoRE mobile application interface. It displays search results for the keyword 'so' and 'such'. The results are presented in a list format with English text and its corresponding Japanese translation. The word 'so' is highlighted in pink in the English text, and 'such' is highlighted in red. The Japanese translations are provided below each English snippet.

1 The room was **so** quiet I could
部屋があまりに静かだったので、すべての
はっきりと聞こえました。

2 f these are unfinished **so** you can not
これらはいずれも未完成なのであなたは帰
ることはできません。

3 You are **so** good with y

1 She is **such** a good speaker
2 notion of trade goods **such** as furniture and
3 your coat at home on **such** a freezing cold
4 ever planr

教師の利点

- 「教科書や辞書に書いてあるから〇〇である」ではなく、コンコーダンスラインから見出されるルールは教科書や辞書の例文にも共通だというボトムアップ的アプローチ
⇒ 納得感が高い
- 英語で英語を教える場合、適切な例文が5, 6例以上あるのは心強い
- 対話型の授業になりやすい
(知識ではなく、何が見えるか？何に気づく？)
- 自分のアタマで考えてもらえる
- 授業中に英文をしっかり読んでもらえる

学生の自分の英語力・英語学習についてのコメント

授業前

「知らないうち単語の数が多い」 etc.



授業後

「**語順**が大事ということが分かった」

「避けてきた**文法**も大事だということが分かった」
(2018年度春集中講義)

「単語の**品詞**や使い方を考えなくては行けない」
(2018年度後期)

1. 背景：なぜDDL？

SCoRE

The Sentence Corpus of Remedial English

ツールの切り替え ▾

サンプリング

なし

5

10

20

ソート

出現順

左

キーワード

右

表示

KWIC

センテ

時制の一致 199

分詞 855

現在分詞の前置修飾 130

現在分詞の後置修飾 168

過去分詞の前置修飾 170

過去分詞の後置修飾 144

現在分詞の修飾用法 105

過去分詞の

to不定詞 1

動詞 + to

動詞 + 目的語 + to不定詞 209

名詞 + to不定詞 280

不定詞 (目的) 90

形容詞 + to不定詞 284

受動態 354

be + 過去分詞 354

現在完了 547

have + 過去分詞 380

<https://www.score-corpus.org/>

I **want to** sleep .

私は眠りたいです。

Do you **want to** go ?

あなたは行きたいですか？

He **wants to** eat soon .

彼はすぐに食べたいです。

I **want to** eat sushi .

私は寿司が食べたいです。

She **wants to** play cards .

彼女はトランプをしたいです。

They **want to** go home .

彼らは家に帰りたいです。

I **want to** see a movie .

私は映画を見たいです。

Do you **want to** read this boo...

あなたはこの本を読みたいですか？

We **begin to** understand

私たちは理解し始めました。

Chujo, K., Oghigian, K. and Akasegawa, S. "A corpus and grammatical browsing system for remedial EFL learners," In A. Leńko-Szymańska and A. Boulton (eds.), Multiple Affordances of Language Corpora for Data-driven Learning. Amsterdam: John Benjamins, 2015, 109-128.

1. 背景：なぜDDL？



Tim Johns
(1936-2009)

<https://lexically.net/TimJohns/>

1 image if not in usage by a whole population which appropriates them as a
2 anxiety that has emerged among a population which associates years of
3 offerings of the elderly infertile population, which craves nothing so mu
4 nd the weary inertia of the human population, which has been depleted by
5 mission defines the target student population, which has grown from 6,500
6 south-eastern countryside of its population, which has retreated from i
7 ious effect on the overall prison population which has risen dramaticall
8 world community faces: a growing population which has outstripped resou
9 mate number of Luxembourgers in a population which has swelled close to
10 d to happen. That fraction of the population which has even noticed appe
11 e out in the overcrowded civilian population, which in the main was pove
12 y multi-racial area with a school population which is one-half black, an
13 try, where the 40 per cent of the population which is ethnic Russian is
14 red with the UK. An ageing French population, which is concerned about p
15 experts. Theoretically, the local population, which is mainly Tibetan, s
16 nt and 40 per cent of Macedonia's population, which is becoming increasi
17 69th Parallel, speaks for a local population which knows only central he
18 enix, Arizona, producing a viable population which was then reintroduced

19 ned is not the military. It's the population who are angry.' He went on,
20 ith a hungry, angry and desperate population who are furious at the doub
21 port among the 55 per cent of the population who are of mixed race (Colo
22 figures - the 4.3 per cent of the population who are full-time veggie
23 t the estimated 3 per cent of the population who are dysthymic - and the
24 mi-gods by the 90 per cent of the population who are "bantu peasants ...
25 ng nation in the world contains a population who are not capable of deci
26 value for the 94 per cent of the population who are basic rate taxpayer
27 been heard by 15 per cent of the population who are seriously obese. Bu
28 -fifth minority of Britain's male population who are only just beginning
29 belong to the 40 per cent of the population who do not even enjoy a for
30 fe. For the 80-90 per cent of the population who don't speak Standard En
31 own members of the minority Tutsi population who have escaped the militi
32 s of the bottom two-thirds of the population who now live in households

View point	Possible dimensions and continuums		
	Hard DDL	<- ->	Soft DDL
Corpus data	Authentic	<- ->	Simplified
Corpus size	Large	<- ->	Specific
Corpus purpose	General	<- ->	Specific
Concordancer	Web/Global computer	<- ->	Paper-based
Language	Monolingual	<- ->	Bilingual
Task	Divergent (No definite answers)	<- ->	Convergent (Definite answers)
Activity	Student-centered	<- ->	Teacher-led
Instruction	Inductive (Implicit)	<- ->	Deductive (Explicit)
Situation	Outside classroom	<- ->	In classroom
Grouping	Individual	<- ->	Pair/Group

(Mizumoto & Chujyo, 2016)

1. 背景：なぜDDL？

留意点

- 授業実践においては「どんな設問をするか」が大事。（『仲間外れの用法探し』や『同じ構文探し』は取り組みやすい。）
- 授業実践において、文法構造を発見させるのであれば、学習者のレベルに合ったコーパスを用いたほうがよい。
- コーパスから提示したい文を引き出せないことがある。提示したくない文を引き出してしまうことがある。
e.g. 検索キーワードだけで自動詞文と他動詞文をきれいに分けて提示させることは簡単ではない。
- **語学学習ツールとしてコーパス利用が有用**である（のであって、万能ではない。）

2

倒置表現テキスト

- ❖ **Subject-auxiliary inversion (主語・助動詞倒置)**
e.g. *Not one of them did he found useful.* [initial negative constituents] / *Had he seen the incident he'd have reported it to the police.* [Conditional inversion] [計9タイプ]
- ❖ **Subject-dependent inversion (主語・依存要素倒置)**
e.g. *Up in my room, on the nightstand, is a pinkish-reddish envelope that has to go out immediately.*

Huddleston and Pullum (2002)

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e.g. *George can you do me a favour? Up in my room, on the nightstand, is a pinkish-reddish envelope that has to go out immediately.*
Huddleston and Pullum (2002)

❖ Subject-auxiliary inversion (主語・助動詞倒置)

~~a) 閉じた疑問文~~

e.g. *Can she speak French?*

挙げている用例は、特に明記していないもの以外はHuddleston and Pullum (2002) より引用

~~b) 開かれた疑問文~~

e.g. *And where did you go after that?*

→ 今回、対象としたい特殊構文的な倒置ではないため対象外。

❖ Subject-auxiliary inversion (主語・助動詞倒置)

c) 感嘆文

e.g. *What a fool have I been!*
How hard did she try!

しかし通常語順のほうが圧倒的に多い

→ よって、対象外。

❖ Subject-auxiliary inversion (主語・助動詞倒置)

d) 否定要素の前置

e.g. - *Nowhere does he mention my book.*

- *Never have I had such a strong fish*

nor one who acted so strangely.

(The Oldman and the Sea)

COCA の基本的な使い方は
「研究社WEBマガジン」
「COCA」で検索して出て
くる記事を参照ください。

「. never|nowhere|no _vb」 (文頭に否定の構成素 + be動詞)

「. never|nowhere|no _vd」 (文頭に否定の構成素 + do|did|does)

「. never|nowhere|no _vd」 (文頭に否定の構成素 + has|have|had)

対象外データも表示されるので、目視の確認が必要。(以降すべて同様)

❖ Subject-auxiliary inversion (主語・助動詞倒置)

d) 否定要素の前置 (Initial negative constituents)

in its later seasons, but many of its best sparring matches were verbal . **Nowhere is** this exemplified better than in Olenna Tyrell (Diana R
" and 前頁での検索式を入力し witness that trajectory firsthand . **Nowhere is** this alarming trend felt more urgently, however, th
て出力されたCOCAの
コンコーダンス
ar them from their historical community . **Nowhere is** this alienation more clearly expressed than in
submerged in iniquity . # As in recent years, bacon is king . **Nowhere is** that more evident than the five-pound barbecue pig leg, ba
sometimes hope is rewarded, and good things happen to people who deserve them . **Nowhere is** this clearer than in its supernatural for
that some of Burstein's interview subjects still seem to be on his payroll . **Nowhere is** that truer than in the sequence that leads to the po
, but it's also the force that constantly makes words and expressions obsolete . **Nowhere is** this more obvious than in compilations of loc
lower-class) citizens, a kind of dumping ground for outcasts of various backgrounds . **Nowhere is** the source of this perception more clea
themselves influenced by Magna Carta) of the early colonies in the 17th century . **Nowhere is** the drafter's debt more discernible than in
" approach in which it uses the West's own openness as a weapon . **Nowhere is** the new approach felt more keenly than the Baltic states,
that make our lives more convenient often tend to make our lives less secure . **Nowhere is** there a better example of that problematic tra

❖ Subject-auxiliary inversion (主語・助動詞倒置)

e) *Only*の前置

e.g. *Only two of them did he find useful.*

「. only * _vd 」 (文頭にonly + 何か + do|did|does)

「. only * * _vd 」 (文頭にonly + 何か + 何か + do|did|does)

「. only * _vh 」 (文頭にonly + 何か + has|have|had)

対象外データもたくさん表示される。

2. 倒置表現

List Chart Word Browse +

. only * _vd verb.[BE] - ▶ _pos

Find matching strings Reset

HELP		ALL FORMS (SAMPLE): 100 200 500	FREQ	TOTAL 1,221 UNIQUE 161 +
1	<input type="checkbox"/>	. ONLY THEN DID	346	
2	<input type="checkbox"/>	. ONLY LATER DID	106	
3	<input type="checkbox"/>	. ONLY ONCE DID	57	
4	<input type="checkbox"/>	. ONLY THEN DOES	50	
5	<input type="checkbox"/>	. ONLY I DO	45	
6	<input type="checkbox"/>	. ONLY THEN DO	45	
7	<input type="checkbox"/>	. ONLY I DID	44	

CLICK FOR MORE CONTEXT.

[?] **SAVE LIST** CHOOSE LIST ----- CREATE NEW LIST [?]

2019	FIC	MassachRev	A	B	C	, surprised at how small and vulnerable she looked sitting in her kitchen chair . Only then did I notice her left eye drifting,
2019	FIC	Analog	A	B	C	# Outside the tower room, Valencia conducted Carducci down to the ground floor . Only then did he find himself able to c
2018	FIC	SciFI & Fantasy	A	B	C	rational brain refused to believe any of the past few days had been real . Only then did I speak again to the major. # " It's
2018	FIC	NewYorker	A	B	C	's daughter. # Jiayu's grandfather had died when she was in college . Only then did she learn that he had had a wife before
2018	NEWS	The Boston Globe	A	B	C	was. By the time I got close, someone else had killed him . Only then did I realize he was part of a little squad of my team
2017	FIC	Bk:PatternArtist	A	B	C	's part, the dress was put on and the hooks and eyes secured . Only then did she let out the breath, hesitate a moment, a
2017	FIC	Bk:ChristmasOnMyMind	A	B	C	legs. At least it was worth a try. # Jess turned around . Only then did she see the big, tan SUV that had pulled up a dozen
2017	FIC	Analog	A	B	C	visitors. They hoped to protect the Bodleian from damage seen at other libraries . Only then did I begin to think. Only the
2017	FIC	New England Review	A	B	C	her cheeks. She snapped the case shut and dropped it into the bag . Only then did she lift her coffee and take the first foa
2016	NEWS	Omaha World-Herald	A	B	C	happens. " # Once the Brilliant was filled, it headed to Cherbourg . Only then did authorities at the port learn what had ha
2015	FIC	VirginiaQRev	A	B	C	Something else. " Hannah flexed her wrist slightly, and Louisa released her . Only then did Hannah look up. " Truth be tol

ON CLICK: [CONTEXT](#) [TRANSLATE \(??\)](#) [GOOGLE](#) [IMAGE](#) [PRON/VIDEO](#) [BOOK](#) (HELP)

HELP			ALL	BLOG	WEB-GENL	TV/MOVIES	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC	1990-1994
1	<input type="checkbox"/>	. ONLY THEN DID	346	11	22	4	8	232	37	18	14	54
2	<input type="checkbox"/>	. ONLY LATER DID	106	9	7	1	5	30	30	12	12	15
3	<input type="checkbox"/>	. ONLY ONCE DID	57	4	2	1		22	7	12	9	13
4	<input type="checkbox"/>	. ONLY THEN DOES	50	3	8	1		18	10	2	8	9
5	<input type="checkbox"/>	. ONLY I DO	45	3	1	24		15		1	1	6
6	<input type="checkbox"/>	. ONLY I DID	44	2	1	14		26	1			6
7	<input type="checkbox"/>	. ONLY THEN DO	45	2	8	3	1	13	9	4	5	7
8	<input type="checkbox"/>	. ONLY NOW DID	37	1				35	1			8
9	<input type="checkbox"/>	. ONLY HE DID	32			11	1	20				4
10	<input type="checkbox"/>	. ONLY NOW DO	25	1	2	3		11	4	3	1	3
11	<input type="checkbox"/>	. ONLY SHE DID	20			4		16				1
12	<input type="checkbox"/>	. ONLY RECENTLY DID	20	2	2	1	2	4	3	5	1	3
13	<input type="checkbox"/>	. ONLY IT DID	16	1	1	6		7	1			2
14	<input type="checkbox"/>	. ONLY YOU DO	16	2		6	1	3	3	1		2
15	<input type="checkbox"/>	ONLY RARELY DOES	15	1	2	1		2	2	3	4	3

❖ Subject-auxiliary inversion (主語・助動詞倒置)

f) *so/such*の前置

e.g. - *So little time did we have that we had to cut corners.*

- *Such a fuss would he make that we'd all agree.*

- *"You're feeling it now, fish," he said. "And so, God knows, am I."* (The Oldman and the Sea)

「. so ADJ _vb」 (文頭のso + 形容詞 + be動詞)

「. so ADJ _vh」 (否定の構成素 + has|have|had)

「. such a|an NOUN _vm」 (否定の構成素 + has|have|had)

「. such a|an NOUN _vb」 「. such a|an NOUN _vd」 「. such a|an NOUN _vh」

❖ Subject-auxiliary inversion (主語・助動詞倒置)

~~g) その他の要素の前置~~

e.g.

- *Tourism will continue to grow ... Particularly is this the case in Queensland, ...*
- *Thus had they parted the previous evening.*

→ 要素が特定できないので、コーパスで検索しづらい。とりあえず今回のCOCA利用では対象外。

❖ Subject-auxiliary inversion (主語・助動詞倒置)

h) 条件節の倒置

e.g. - Had he seen the incident he'd have reported it to the police.

「. had PRON VERB」 (文頭のso + 形容詞+ be動詞)

❖ Subject-auxiliary inversion (主語・助動詞倒置)

i) 祈願の *may*

e.g. – *May you be forgiven.*

- *May the best man win!*

「. may you|he|she|they」 (文頭の *may* + 形容詞 + *be* 動詞)

❖ Subject-auxiliary inversion (主語・助動詞倒置)

e.g. *Not one of them did he find useful.* [initial negative constituents] / *Had he seen the incident he'd have reported it to the police.* [Conditional inversion] [計9タイプ]

❖ Subject-dependent inversion (主語・依存要素倒置)

e.g. *George can you do me a favour? Up in my room, on the nightstand, is a pinkish-reddish envelope that has to go out immediately.*

❖ Subject-dependent inversion (主語・依存要素倒置)

a) 比較構文での倒置

e.g. *Spain's financial problems were less acute than [had been those of Portugal].*

「than _vb」 (than + be動詞)

「than _vh」 (than + have|has|had)

❖ Subject-dependent inversion (主語・依存要素倒置)

b) 報告動詞の倒置

e.g. *The best solution, suggested Pat, would be to instal a security alarm system.*

「SUGGEST NOUN」 「SAY NOUN」

見つけられないわけではないが、目視で「省略」と分別する必要がある

❖ Subject-dependent inversion (主語・依存要素倒置)

c) 前置詞句の倒置

e.g. *George, can you do me a favour? Up in my room, on the nightstand, is a pinkish-reddish envelope that has to go out immediately.*

「. PREP the NOUN _vb」 (文頭の前置詞 + the 名詞 + be動詞)
be動詞以外を用いる前置詞句の倒置もあるが、抽出困難。

❖ Subject-dependent inversion (主語・依存要素倒置)

d) 形容詞句の倒置

e.g. *Immediately recognisable here is the basic, profoundly false tenet of Movie Philosophy 101, as it has been handed down from "Antie Mame" and "Harold and Maude"; ...*

「. ADJ _vb」 (文頭の形容詞+be動詞)

「. SURE WAS」 「. TYPICAL IS」 「. RARE IS」 ...

❖ Subject-dependent inversion (主語・依存要素倒置)

e) 動詞句内の倒置

e.g. *Arrested* were Nathan Johnson, 23, of New York, and his brother, Victor Johnson, 32, a 15 year Army veteran.

「. _v?n _vb 」 (文頭の過去分詞 + be動詞)

❖ Subject-dependent inversion (主語・依存要素倒置)

f) 動詞句の倒置

e.g. – *This jacket and cap will keep you warm throughout the chilly autumn days. The jacket is made of a particularly heavy brushed denim, with rivets at the pockets and a brown suede collar.*

[Complementing the jacket is the cap, crafted of the same denim and featuring a brown suede visor.]

なかなか抽出できない。

❖ Subject-dependent inversion (主語・依存要素倒置)

g) 名詞句の倒置

e.g. – *She's a nice woman, isn't she. [Also a nice woman is our guest] ...*

- But he seems calm, he thought, and following his plan. But what is his plan, he thought. And what is mine? [Mine I must improvise to his because of his great size.] If he will jump I can kill him. (The Oldman and the Sea)

簡単にまとめると：

COCAにおける簡単な検索式では、

- 全体としては「主語・依存要素倒置」よりも「主語・助動詞倒置」タイプの倒置表現を抽出するのがむずかしい。
- 抽出するのが最も難しいのは、名詞句や動名詞句が倒置する文であり、COCAにおける単純な位置と品詞指定ではなかなかヒットしない。
- 文頭に**only**が位置し倒置する文や形容詞句の倒置文の出現回数も多くはない。

3

今後の予定・目標

COCA利用では

- 学習者が自分自身でパソコンを操作し，検索し，例文観察をするということは想定できるが...
- 主語・依存要素倒置の場所句以外（特に名詞句）の倒置がCOCAのコーパスの検索式のみでは抽出しにくい。
- 語数に制限をかけた検索式であり，典型例であるかどうかはまったく不明。

COCAの簡単な検索式で抽出しづらい倒置文を収集するために

- COCA (fictionのセクション) 等のコーパスをダウンロードし正規表現で抽出 (夏までの宿題)。
- 見つけたらコツコツとメモを取る。
- (倒置表現には情報構造が大きいかかわるのと、学習者に提示することを考えると、母語話者の内省を利用した作例は困難。)

3. 今後の予定・目標

COCA以外で見つけた実例の一部

Harder still than understanding the significance of such barbarism may be accepting that it can never be completely prevented. <https://languagelog.ldc.upenn.edu/nll/?p=2400>

While we can't predict which of today's barbarisms will go the way of slave auctions and autos-da-fe, heading that way are capital punishment, the criminalization of homosexuality, and male-only suffrage and education.

(Pinker (2018) *Enlightenment Now*)

Wolcott Gibbs が1936年に *The New Yorker* で *Time* 紙による主語・依存要素の倒置の使いすぎをからかっているらしい。(未調査)

3. 今後の予定・目標

- 倒置表現は通常語順ではないが「奇妙」でもないことを、学習者にデータを伴って示したい。
- （学習者のレベルを考慮した上で）どういった場合に倒置表現が使えるのかというルール（語用論・情報構造上の制約）の発見教材として使えるかもしれない。
- 著作権をクリアしている（＝引用）と判断されるか、あるいは、諸条件を満たす提示方法があるのであれば、公開したい。（授業利用限定のみということであると公開は可能??）

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Huddleston, R and Pullum, G. K. (2002) *The Cambridge Grammar of the English Language*, the Cambridge University Press.

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Mizumoto, A., and Chujo, K. (2016) "Who is data-driven learning for? Challenging the monolithic view of its relationship with learning styles," *System*. doi: 10.1016/j.system.2016.07.010

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- COCA (Corpus of Contemporary American English)
<https://www.english-corpora.org/coca/>
- SCoRE (The Sentence Corpus of Remedial English)
<https://www.score-corpus.org/>
- Tim Johns' Kibbitzers
<https://lexically.net/TimJohns/>
- Project Gutenberg
<https://www.gutenberg.org/>

ありがとうございました

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