

多義動詞を中心語とするコロケーションの習得

大神智春

中国語母語話者および韓国語母語話者を対象に、多義動詞「とる」で形成されるコロケーションの習得について調査した。まず (1) 日本語母語話者が認識する「とる」の意味体系を整理した。次に (2) 学習者が考える「とる」のプロトタイプ、(3) 「とる」で形成されるコロケーションの理解について調査・分析した。その結果、(1) 母語話者が考える意味体系と辞書的体系はおおよそ一致するが一部相違が見られる、(2) 学習者と母語話者が考えるプロトタイプにはずれが見られ、学習者は独自の意味体系を構築していると考えられる、(3) 学習者は多義性についてある程度習得するが、共起語として使用できる語の範囲は広がり欠ける。各コロケーションの用例を「点」として習得し、習得した知識は「面」として広がりにくいことが示唆された。

(九州大学)

Collocation Acquisition Using a Polysemous Verb as a Node

OHGA Chiharu

This study examines the acquisition of collocations involving the polysemous Japanese verb *toru* 'take' by native Chinese and Korean speakers: 1) classifying the cognitive definitions of *toru* for native Japanese speakers, 2) investigating and analyzing the prototype of *toru* for learners of the Japanese language, and 3) their comprehension of collocations with *toru*. As a result, 1) the systematically organized definitions of the native Japanese speakers for the most part accorded with the those listed in dictionaries, although some differences were seen; 2) a gap was observed between the prototypes of the learners and the native Japanese speakers, and the learners accordingly seemed to construct their own definitions; 3) although the learners acquired a certain amount of the polysemy, the range of words they could use in collocations with the verb was found to be lacking. It was suggested that individual collocations are acquired in the form of points, which the learners have difficulty in expanding to cover the whole plane of possible usage.

(Kyushu University)