

# Research methods of lexicophraseological level of the language

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# Questions

□ The founder of the theory of phraseology is a Swiss linguist Charles Bally. Bally was the first who systematized the combination of the words in his books “Studies of the Stylistics” and “French Stylistics”. Ch. Bally explored the sphere of linguistics and phraseology in the French language, however, his attempt to systematize and classify phraseological units led to the series of other studies in the phraseological sphere in other languages, including English [1, p. 5]. Even today this sphere is in the focus of many researches. So, in his book “The Course of the Modern English Phraseology”, A. V. Kunin investigated a wide range of phraseological characteristics, methods of their studies, phraseological systemacy and presents classifications of idiomatic expressions according to their features [1, pp. 52, 70, 125]. V. Komissarov studied the methods of translating phraseological units



## Research of phraseological method

□ Charles Bally (French: [bɑʒi]; 4 February 1865, Geneva – 10 April 1947, Geneva) was a Swiss linguist from the Geneva School. He lived from 1865 to 1947 and was, like Ferdinand de Saussure, from Switzerland. His parents were Jean Gabriel, a teacher, and Henriette, the owner of a cloth store. Bally was married three times: first to Valentine Leirens, followed by Irma Baptistine Doutre, who was sent into a mental institution in 1915, and finally with Alice Bellicot. In addition to his edition of de Saussure's lectures, *Course in General Linguistics* (co-edited by Albert Sechehaye), Charles Bally also played an important role in linguistics.

□ From 1883 to 1885 he studied classical languages and literature in Geneva. He continued his studies from 1886 to 1889 in Berlin where he was awarded a Ph.D. After his studies he worked as a private teacher for the royal family of Greece from 1889 to 1893. Bally returned to Geneva and taught at a business school from 1893 on and moved to the Progymnasium, a grammar school, from 1913 to 1939. He also worked as PD at the university from 1893 to 1913. From 1913 to 1939 he had a professorship for general linguistic and comparative Indo-European studies which he took over from Ferdinand de Saussure.



# Charles Bally



- 1. Phraseological equivalents. In this case, a similar idiom that corresponds to all the parameters of the original idiomatic expression is meant. However, there are two factors to be considered: phraseological equivalents are relatively few and when the same idiom is borrowed by two languages, its meaning may be changed in one of them, and these idioms may be “false friends of the translator” – similar in form but different in content” [2, p.172].
- 2. Phraseological analogies. This is an idiom with the same figurative meaning as the original, although based on a different form. Here the author also notes some limitations. Firstly, it is necessary to ascertain that emotional and stylistic meanings of the idiom are kept. Secondly, this method of translation is not suitable when the idiom that is to be translated has an explicit pronounced national character [2, p. 174].
- 3. The calque of the foreign language figurative unit. The author believes that the calque allows to keep the original imagery and makes it possible to overcome the difficulties that arise when the image in original is made to create an extended metaphor

## Types of phraseological units

- Maryna Novikova adds the descriptive method to three above-mentioned methods of translation [7, p. 66]. This method of translation is used when the target language has no similar images, as in the source language, such as culture-specific elements, historical events, etc.
- S. I. Vlahov and S. P. Florin give such a definition to a phraseological equivalent: this is an idiom, that is equivalent with all the indicators of the unit under translation. As a rule, regardless of context, it must have the same denotative and connotative meanings [8, p. 191]. For example, the English quantitative idiomatic expression “sixth sense” has an absolute equivalent in Ukrainian «шосте відчуття».



# Suggestions

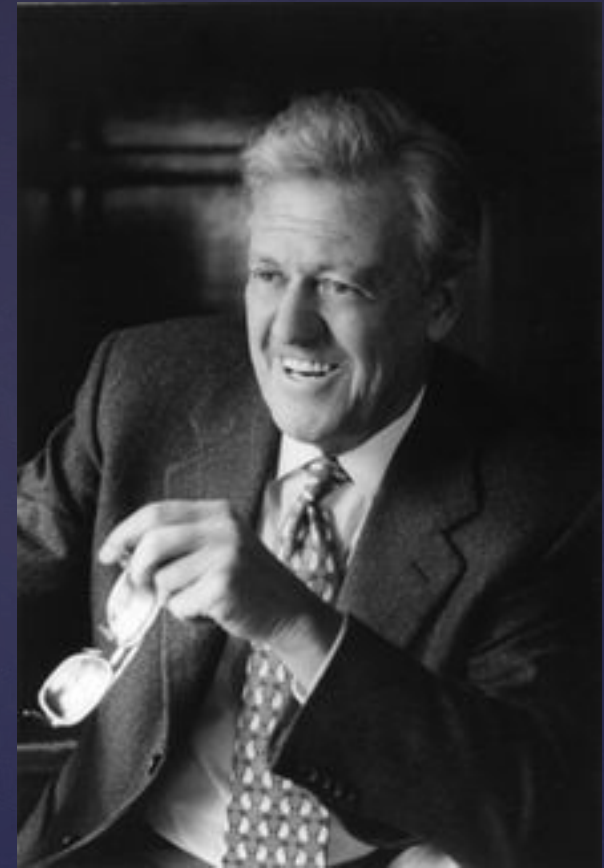
- Promulgated notably by Lewis (1993) and Willis (1990), the lexical approach to second language instruction began in the early 1990s as a reaction to traditional structural syllabuses—which had as their basis grammatical constructions—and other types of syllabus that had come into fashion around that time (e.g., notional-functional syllabuses). One of the fundamental principles distinguishing this approach from more conventional language teaching approaches is that grammar plays a subordinate role to lexis. Language is not analyzed in terms of sentence-level grammatical structures and the vocabulary items that are slotted into them (i.e., lexicalized grammar). Within a lexical approach, language is considered to comprise prefabricated expressions and phrases, usually referred to as lexical units or chunks



## Research of lexical method



- Richard Donald Lewis was born in Billinge, Lancashire on 13 July 1930. He is descended from a long line of coal miners, originally from Mold, North Wales.[1][citation needed]
- After completing his schooling in Lancashire, Lewis went on to study Modern Languages at the University of Nottingham and also gained a diploma in Cultures and Civilisations from the Sorbonne in Paris. After attending the 1952 Olympic Games in Helsinki, Lewis spent the next two years living and working in Finland, where he learnt to speak Finnish and also came to know and love the Finnish people and culture.



# Richard Donald Lewis



- Classroom practice based on a lexical approach may be considered to be a type of communicative language teaching (CLT). As in the natural approach that had become prominent in the 1970s and 1980s, language learning is said to stem largely from listening and reading input. Communicative competence is the ultimate goal and emphasis is placed on using the language successfully, The TESOL Encyclopedia of English Language Teaching, First Edition. Edited by John I. Lontas



Classroom practice based  
on a lexical approach

- Much of the theoretical background upon which the lexical approach was based stems from the results of corpus linguistics research. The Collins COBUILD project at the University of Birmingham was particularly influential. Building upon these findings, Sinclair (1991) argued against an open-choice principle for an idiom principle. The open-choice principle refers to the view that language consists of grammatical structures with slots into which vocabulary items are inserted to make sentences.



# Arguments

□ Moving from Scotland to Birmingham in 1965 with his wife Myfanwy Sinclair and their three children, John Sinclair began work at the University of Birmingham as the foundation chair of Modern English Language. Sinclair was a first-generation modern corpus linguist and the founder of the COBUILD project. This project's aim was to build corpus-driven lexicons for foreign learners of English. He became chief adviser of Collins' Cobuild English Language Dictionary, whose first edition was published in 1987.



□ He was well known for having unconventional ideas which helped to advance the young field of corpus linguistics. At his valedictory lecture in 2000 he stated that none of his many published articles passed successfully through peer-review, and that even an article he had been invited to write for a journal was peer-reviewed by mistake and rejected.

# John McHardy Sinclair



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