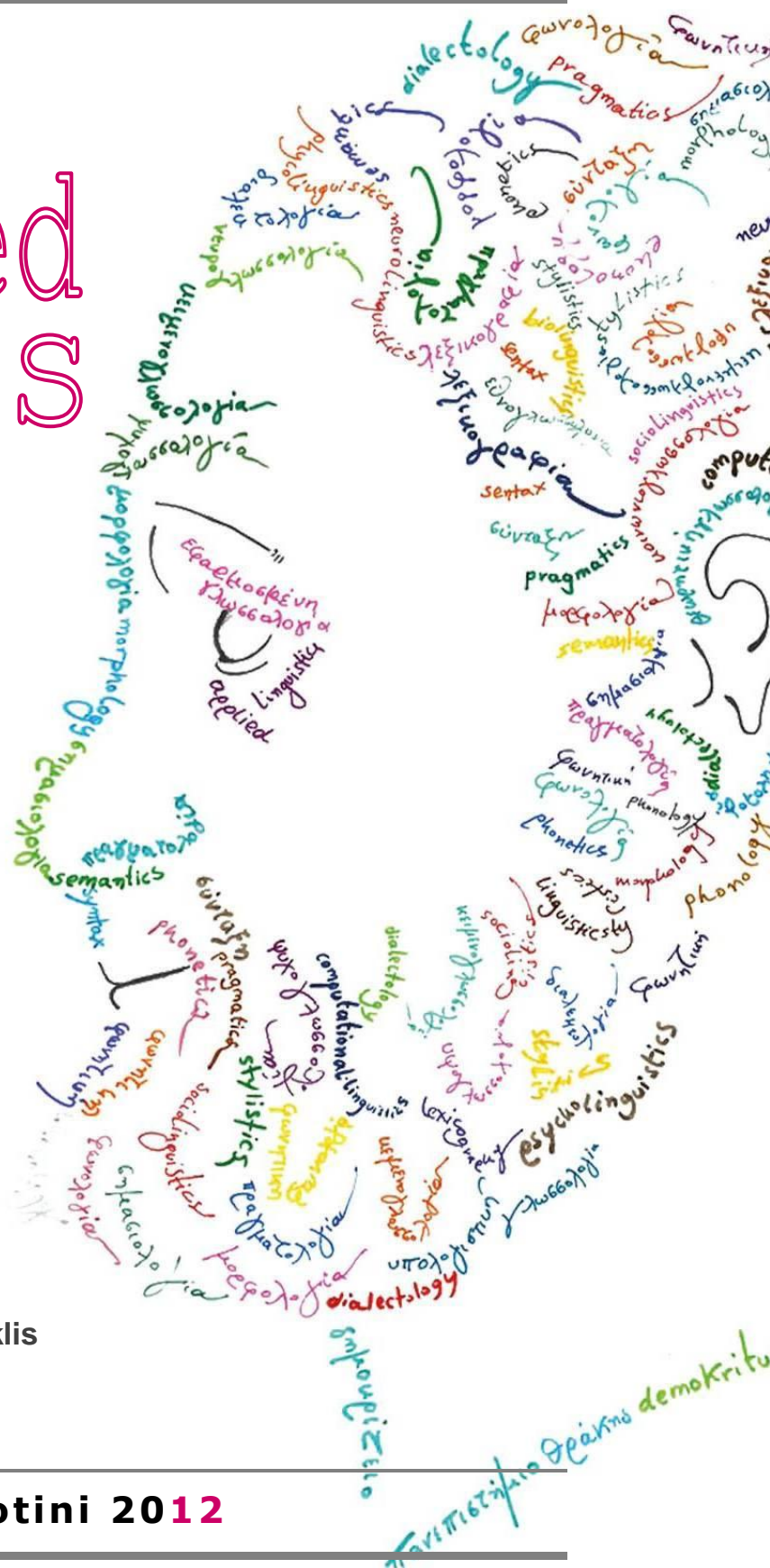


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PRAGMATEMES (ΠΡΑΓΜΑΤΗΜΑΤΑ): THEORY AND THEIR “PREMIÈRE” IN GREEK

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ABSTRACT

The purpose of this paper is three-fold. First, it aims to present the theoretical framework of pragmatemes. Second, the lexicographical treatment of pragmatemes is described step by step, from the formation of the macrostructure to the compilation of the microstructure. Third, applications of the PragmaDiG (Dictionary of Greek Pragmatemes) to Greek language learning by English and Spanish speakers as well as to the human and machine translation of pragmatemes of the language pairs Greek-English and Greek-Spanish are presented.

Keywords: phrasemes, pragmatemes, lexicography, language learning, machine translation

1. Introduction

Everyone knows how to thank someone for a favor, a gift, felicitations or how to greet someone they meet; many people can do that in various languages, as well. However, when the communicative situations are demanding and require the production of more precise utterances this is not the case. Non native speakers, alike native speakers in many cases, have a certain difficulty in the selection of the appropriate expression that suits each specific situation best, as, for example, what to say at a funeral (i.e. *My condolences*), how to start a formal letter (i.e. *Dear Mr./Mrs*), what to say when we first meet a person (i.e. *Nice to meet you*), etc. All these ready-made greetings and warnings, standard phrases used in letters, conversational formulas, small texts on official signs, etc. are semantically and formally fully compositional and are called pragmatemes according to Mel'čuk (1998).

The term *pragmateme* is the central notion of this paper. My work is based, on the one hand, on the Mel'čuk's pragmateme theory (1998, (to appear) which makes part of the Meaning⇌Text Theory (Mel'čuk, Clas, & Polguere, 1995) and, on the other hand, on Blanco's lexicographic model for pragmatemes (to appear) (2010). The outline of the specific theoretical framework is followed by the detailed description of the compilation of the Greek Pragmatemes Dictionary (PragmaDiG). Finally, two major applications of PragmaDiG - the learning of Greek by Greek native speakers, English and Spanish speakers as well as the machine and human translation for Greek-English and Greek-Spanish pairs- will be discussed.

2. Theoretical framework

The subject-matter of my study lends itself well to a focus on phraseology around which pragmatemes are clustered. A broad definition of phraseology is 'the linguistic discipline that analyses phraseological, i.e. pre-established, constructions' (Langlotz, 2006, p. 7). Phraseological structures are reported in the specialized literature on phraseology under various denominations, such as *phraseological units* (Chernuisheva, 1964; (Gläser, 1988)), *set combinations* (Zgusta, 1971), *phrasemes* or *set phrases* (Mel'čuk, 1988) and *word combinations* (Cowie, 1988; Howarth, 1966), as Cowie quotes (1998). However, I will adopt the term *phraseme* proposed by Mel'čuk (1998) and used by Blanco (to appear), as their work on pragmatemes is the frame within which my study was undertaken.

Before proceeding further with pragmatemes definition, it is considered important to clarify what we mean when we refer to phrasemes. The most useful way to understand phrasemes is to compare them to free phrases. The comparison is carried out using the concept of linguistic sign introduced by

Saussure and Mel’čuk (1998). However, the notions will only be referred to as a general outline. On the one hand, Saussure states that a linguistic sign X is the combination of a signified “ X ” and a signifier $/X/$, which can be represented as $X = \langle \text{“}X\text{”}; /X/ \rangle$. On the other hand, Mel’čuk adds to the saussurian model the syntactic combinatory Σx of the linguistic sign with other signs, so as mel’čukian sign can be presented by the equation $X = \langle \text{“}X\text{”}; /X/; \Sigma x \rangle$. However, in order to seize how Mel’čuk perceives the linguistic sign and, therefore, the phrasemes typology, it is important to crystallize some preliminary notions of the Meaning \Leftrightarrow Text Theory through the description of an utterance production (Mel’čuk, 1998). An utterance production can be summarized by the following scheme:

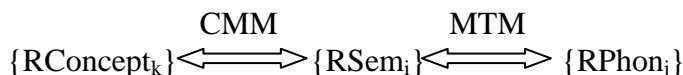


Image 1 Utterance production scheme (Cowie, 1998: 25)

The above scheme assumes three representations of the utterance (Mel’čuk, 1998):

- (i) the conceptual representation (RConcept) which consists of the mental reflection of the reality as it is perceived by the speaker as to the situation that (s)he wants to verbalize,
- (ii) the semantic representation (RSem) that the speaker constructs based on the Concepts-Meaning Model (CMM) of his/her language **I** associating elements and configurations of the conceptual representation with those of the corresponding semantic representation and, finally,
- (iii) the phonetic representation (RPhon) that the speaker constructs based on the Meaning-Text Model (MTM) of his/her language **I**, associating elements and configurations of the RSem with all the linguistic elements that compose the corresponding utterance.

The difference between a free phrase and a phraseme is elucidated according to the above scheme. A free phrase $A \oplus B$ of a language **I** is represented as follows:

$$A \langle \text{“}A\text{”}; /A/ \rangle \oplus B \langle \text{“}B\text{”}; /B/ \rangle = A \oplus B \langle \text{“}A \oplus B\text{”}; /A \oplus B/ \rangle$$

The main characteristic of an utterance **AB** which is a free phrase is its freedom which refers to:

- (i) the unrestricted selection:
The meanings and the lexical units of the utterance are arbitrarily selected according to the lexicon rules of the **I**.
- (ii) the regular combination according the grammar rules of the **I**:
The components of the utterance **AB** are combined according to the general grammar rules of the **I**.

An utterance **AB** is not free when the construction of its signifier and signified presents either restrictions at the lexical level or irregularities at the combination of its components. For example, the utterance [apayorevete to kapnisma] *Απαγορεύεται το κάπνισμα* (EN: *No smoking*, SP: *Prohibido fumar*) that frequently is found in signs in public places is a phraseme that presents a restriction at the lexical level; we cannot use for the above mentioned situation another quasi-equivalents of this phraseme, as i.e. [min kapnizete] *μην καπνίζετε* ‘No smoke’ [apayorevete to tsiyaro] *απαγορεύεται το τσιγάρο* ‘Cigarette is forbidden’, although it is allowed by the general rules of the Greek language.

Once the difference between a free phrase and a non free phrase has been clarified and the term phraseme has been selected, the typology of phrasemes that is here utilized will be defined, given that each typology implies not only terminological differences but a different internal categorization as well. For instance, Cowie (1998) recognizes a common primary division of phrasemes:

- (i) *sentence like or pragmatic units* that function pragmatically
- (ii) *word like or semantic units* that function syntactically

This division corresponds to the categorization of *phraseological units* to *propositions* and *nominations* by Gläser (1988), *word combinations* to *functional expressions* and *composites* by Cowie (1988), *phrasemes* to *pragmatic phrasemes* or *pragmatemes* and *semantic phrasemes* by Mel'čuk (1988) and *word combinations* to *functional expressions* and *composite units* by Howarth (1966).

This paper focuses on the double mel'čukian division of phrasemes to *pragmatemes* and *semantic phrasemes*. On the one hand, we refer to a pragmateme when for a given RConcept there is only one signified "X"="A ⊕ B" which is constructed restrictedly and it is articulated only with the given signifier /A ⊕ B/. However, there are cases when the "A ⊕ B" can be replaced by a quasi-synonymous expression.

On the other hand, a semantic phraseme is constructed unrestrictedly and regularly. In other words, for a given RConcept we can select a signified "A ⊕ B" according to the general rules of the language I whose signifier /X/ is constructed restrictedly. For example, if we have the signified "X" = "A ⊕ B" its signifier is /X/≠/A ⊕ B/. The semantic phrasemes according to the correspondence signified-signified are triple divided in:

- (1) idioms or full phrasemes (<"C"; /A ⊕ B/)
- (2) collocations or semi-phrasemes ("A ⊕ C"; /A ⊕ B/)
- (3) quasi-idioms or quasi-phrasemes (<"A ⊕ B ⊕ C"; /A ⊕ B/)

3. Pragmatemes

A definition of pragmatemes is that a phraseme AB (AB) is called a pragmatic phraseme or a pragmateme, if it is restricted to its signified and its signifier by the extralinguistic situation SIT in which AB is used, that is, by pragmatic factors (Mel'čuk, 1998).

In this definition the communicative situation SIT is emphasized, which brings us to the conceptual representation (RConcept) of the Meaning ⇔ Text Theory. The SIT is the key point for the distinction between the pragmatemes and the semantic phrasemes. By SIT we refer to the extralinguistic situation in which speakers find themselves and about which they want to express something. The RConcept gathers all the information that speakers have at their disposal of the given SIT which helps them to verbalize all that they want to say in view of the given SIT. Namely, the SIT affects the respective RConcept and therefore the rest of the representations of an utterance. In the production of an utterance the RSem follows the RConcept. The transition from the RConcept to the RSem is the point where an utterance is phraseologized by pragmatic factors. It is the point where the SIT_{AB} obliges the RConcept to use a particular signified "AB". The utterance in its last representation, in the RPhon, is also bound by the SIT_{AB} which demands a particular signifier /AB/. In other words, the SIT_{AB} determines the signified "AB" and the signifier /AB/ of the pragmateme AB, ignoring the alternative options that the rules of a language I allow.

The great majority of pragmatemes occur in greetings, conversational formulas and signs (Mel'čuk, en prensa). In the following examples (1-5) representative pragmatemes are presented in italics with their respective communicative situation annotated in brackets and in Arial:

- (1) [prohibitory sign in public places]
GR: *Απαγορεύεται το κάπνισμα*
EN: *No smoking*
ES: *Prohibido fumar*
- (2) [answer to an introduction]
GR: *Χάρηκα για τη γνωριμία!*
EN: *Nice to meet you!*
ES: *¡Mucho gusto!*
- (3) [closing a formal letter]
GR: *Με εκτίμηση*
{Name}
EN: *Yours faithfully*
{Name}
ES: *Atentamente*
{Name}
- (4) [take leave of someone]

- GR: *Αντίο!*
 EN: *Goodbye!*
 ES: *¡Adiós!*
- (5) [on a food packaging]
 GR: *Ανάλωση κατά προτίμηση πριν από {DATE}*
 EN: *Best before {Date}*
 ES: *Fecha de consumo preferente: {Date}*

A main characteristic of pragmatemes is that in many cases they present multimodality (Blanco, to appear). There are pragmatemes, especially those that appear on official signs, that can be accompanied or totally replaced by an icon, as, i.e., the pragmateme *Απαγορεύεται το κάπνισμα* (EN: *No smoking*, SP: *Prohibido fumar*) (example 1) can get the following forms (Image 2 and 3):



Image 2 Multimodal pragmateme



Image 3 Pragmateme replaced by an icon

It is beyond any doubt to mention that by the term pragmateme apart from the compositional pragmatic phrasemes there are also non compositional pragmatic phrasemes whose structure presents not only restriction in their signified but in their signifier as well (Blanco, 2010):

- (6) [to a pregnant woman]
 EL: *Καλή λευτεριά!*
 EN: lit. *Good freedom!*
 SP: lit. *¡Buena liberación!*

In addition, under the term pragmateme the pragmatic lexemes are classified, as well. The only difference between pragmatic phrasemes and pragmatic lexemes is that the latter consists of only one lexical unit, as those that we can see in the following example:

- (7) [on a sign of a real estate]
 EL: *Ενοικιάζεται*
 EN: *For rent*
 SP: *Se alquila*

4. Lexicographical treatment of pragmatemes

A lexicographical treatment of pragmatemes should start from the fact that pragmatemes are not lexical units -although they are linguistic signs disposed of a signified, signified and syntactic combinatory- because they present an internal argumental structure (Blanco, 2010). Thus, pragmatemes cannot constitute entries in a dictionary of lexical units but entries of an inventory of textual units (Blanco, 2001).

Fertile ground for the lexicographical formalization of pragmatemes should be the explicative and combinative type dictionaries (Blanco, 2010), such of French (Mel'čuk & al., 1984, 1988, 1992, 1999) in which pragmatemes should appear like subentries in the principal macrostructure, such as the non standard lexical functions. Such integration of pragmatemes in a dictionary of lexical entries is realized through the lexical anchor, which is a lexical unit that characterizes the SIT that binds the pragmateme and with which the subentry of the pragmateme is associated, as Blanco cites (to appear). For example, the lexical anchor of the pragmateme (example 5) *Best before {Date}* should be FOOD or PACKAGING.

Although we do not have at our disposal of an explicative and combinative dictionary of Greek, the lexicographic treatment of Greek pragmatemes became realizable through the lexicographical model for pragmatemes proposed by Blanco in his work entitled “Microstructure Évolutive pour un Dictionnaire de Pragmatemes” (to appear), the structure of which is presented below.

4.1 Macrostructure

The macrostructure of the dictionary of Greek pragmatemes (henceforth PragmaDiG) consists of pragmatic lexemes and pragmatic phrasemes. Main source of the pragmatemes has been constituted the previous lexicographical work on Greek pragmatemes (Papadopoulou, 2010)

Given that this work is not exhaustive in compiling all the pragmatemes of Greek language -since it would be impossible- the work was limited to the compilation of pragmatemes that are associated with a certain number of predefined communicative situations, as we can see in the examples 9 and 10. In this way, the systematic formalization of pragmatemes has been ensured. An inverse procedure, defining first the pragmateme and then associating it with its SIT (example 8), would cause formalization and dispersion problems in the description of the SITs, which are the key point of pragmatemes.

- (8) *Χρόνια πολλά!*
 EN: lit. *many years*
 SP: lit. *muchos años*
 [congratulate someone on his birthday]
 [congratulate someone on his saint's day]
 [greeting someone during the Christmas period]

- (9) [congratulate someone on his birthday]
 EL: *Χρόνια πολλά!, Πολύχρονος, Να τα εκατοστήσεις, Να τα χιλιάσεις!*
 EN: *Happy Birthday!*
 SP: *¡Cumpleaños feliz!*

- (10) [congratulate someone on his saint's day]
 EL: *Χρόνια πολλά!, Να χαίρεσαι τη γιορτή σου!*
 EN: *Happy Saint's Day!*
 SP: *¡Felicidades por tu santo!*

4.2 Microstructure

The microstructure of PragmaDiG is articulated in nine main fields which intend to describe each pragmateme in an exhaustive way. The compilation of the microstructure has followed precisely the lexicographical model for pragmatemes by Blanco (2010, to appear) and it is represented by the following fields:

- (i) <MORPHOSYNTAX>
- (ii) <LEXICAL ANCHOR>
- (iii) <SITUATION>
- (iv) <SPEECH ACT>
- (v) <LEXICAL FUNCTION>
- (vi) <PARADIGM>
- (vii) <SYNONYMY> and <ANTONYMY>

- (viii) <DIASYSTEMATICS>
- (ix) <TRANSLATION EQUIVALENCE>

4.2.1 <MORPHOSYNTAX>

In the first field of the microstructure of PragmaDiG the lemma is described morphosyntactically. The description is carried out by means of the six deep-syntactic parts of speech (Mel’čuk, 2006) that are assigned to each component of the pragmateme:

- (i) Nominal
- (ii) Verbal
- (iii) Adjectival
- (iv) Prepositional
- (v) Adverbial
- (vi) Clausal

In the following examples (11 and 12) the morphosyntactic structure of the pragmateme *Λειτουργούμε με συνεχές ωράριο* and *Ναι!* is presented:

- (11) [on a store sign]
EL: *Λειτουργούμε με συνεχές ωράριο*
<V PREP ADJ N>
EN: Open All Day Long
SP: Abierto todo el día
- (12) [in a phone answer]
EL: *Ναι!*
<CLAUSE>
EN: *Hello!*
SP: *¡Dígame!*

4.2.2 <LEXICAL ANCHOR>

The lexical anchor provides semantic information of the pragmateme. By the lexical anchor we mean the lexical unit that phraseologically binds a pragmateme (example 13). It is worth mentioning that a pragmateme can have more than one lexical anchors and that the lexical anchor does not necessarily appear in the pragmateme but it forms part of its semantics. In the following example it is shown how the lexical unit of ΤΣΙΓΑΡΟ binds a series of pragmatemes:

- (13) EL: ΤΣΙΓΑΡΟ
Απαγορεύεται το κάπνισμα
Χώρος καπνιστών
Ευχαριστούμε που δεν καπνίζετε
EN: SMOKING
No smoking
Smoking area
Thank you for not smoking
SP: *Prohibido fumar*
Area de fumadores
Gracias por no fumar

4.2.3 <SITUATION>

The communicative situation SIT provides information about the conceptual structure of the pragmateme. Especially, it thoroughly indicates all the necessary information about the use of pragmateme, such as temporal and spatial coordinates.

For example, if we consider the following pragmatemes, we can observe how a temporal coordinate can differentiate the use of each pragmatic phraseme:

- (14) [greet someone in the morning]
EL: *Καλημέρα!*
EN: *Good morning!*
SP: *¡Buenos días!*
- (15) [greet someone in the afternoon]
EL: *Καλησπέρα!*
EN: *Good evening!*
SP: *¡Buenas tardes!*
- (16) [greet someone on Monday]
EL: *Καλή βδομάδα!*
EN: lit. *Good week!*
SP: lit. *¡Buena semana!*
- (17) [greet someone on the first day of the month]
EL: *Καλό μήνα!*
EN: lit. *Good month!*
SP: lit. *¡Buen mes!*

4.2.4 <SPEECH ACT>

In the fourth field, the speech act that each pragmateme performs is indicated. By the annotation of the speech act we obtain the pure characterization of the lemma, as the speech act is the central predicate of the pragmateme. Representative examples of the speech act annotation follow:

- (18) to prohibit
EL: *Απαγορεύεται το παρκάρισμα*
EN: *No parking*
SP: *Prohibido aparcar*
- (19) to inform
EL: *Κλειστό*
EN: *Closed*
SP: *Cerrado*
- (20) to warn
EL: *Προσοχή ναρκοπέδιο*
EN: *Danger minefield*
SP: *Aviso campo de minas*

4.2.5 <LEXICAL FUNCTION>

The annotation of the lexical functions is considered to be a major determinant of information for the description of pragmatemes. By means of lexical functions **f** we can preview the concurrence of the components of the pragmateme and elucidate the syntactic-semantic role that the **f** represents contingent on the word **W0** with which is associated (Mel'čuk & Zolkovsky, 1988). It is worth mentioning that the lexical functions present a great variety, as, apart from the simple lexical functions, non standard lexical functions were used as well, allowing a more detailed description.

In the following examples we can observe the values that the lexical functions can provide to the pragmateme *Τα συλλυπητήρια μου* 'My condolences':

- (21) EL *Τα συλλυπητήρια μου*
Ver(συλλυπητήρια) = ειλικρινή
MagnVer(συλλυπητήρια) = βαθύτατα
EN: *My condolences*
MagnVer(condolences) = deepest
Ver(condolences) = sincere
SP: *Mis condolencias*

MagnVer(condolencias) = profundas
Ver(condolencias) = sentidas

4.2.6 <PARADIGM>

The paradigm of a pragmateme refers to all the possible forms that the lemma comprises. In the following example we can see how a series of variants are enclosed within a phraseme:

- (22) EL: Υποχρεωτικά φοράτε ΣΥΓΚΕΚΡΙΜΕΝΟ ΕΞΟΠΛΙΣΜΟ
Υποχρεωτικά φοράτε κράνος
Υποχρεωτικά φοράτε γυαλιά προστασίας
Υποχρεωτικά φοράτε ωτοασπίδες
EN: CERTAIN EQUIPMENT required
Hard hats required
Safety glasses required
Ear protection required
SP: CIERTO EQUIPO requerido
Sbrero de seguridad REQUERIDO
gafas de seguridad REQUERIDAS
protección de los oídos REQUERIDA

Although the annotation of the paradigm is of great importance, as it supports the systematic formalization of the variants, it requires a complex procedure, as the relations *in absentia* of the components of a pragmateme are indicated.

4.2.7 <SYNONYMY> and <ANTONYMY>

In this field, the semantic relations of synonymy and antonymy among the pragmatemes are presented. It is worth mentioning, especially for the synonymy, that the synonyms are simply listed and their semantic differentiation is clarified by the means of their diasystematics. It is also worth mentioning that the synonymy and the antonymy of pragmatemes that belong to different semiotic systems have been also taken into consideration.

- (23) EL: Επιτρέπεται το κάπνισμα
Χώρος καπνιστών
Απαγορεύεται το κάπνισμα
EN: Smoking is permitted
Designated smoking area
No smoking
SP: Permitido fumar
Area de fumadores
Prohibido fumar



4.2.8 <DIASYSTEMATICS>

The assignation of diasystemic marks to the pragmatemes provides precision to the conditions of their use. The annotation of the diasystemic followed the eleven-fold categorization proposed by Hausmann (1989), as Blanco cites (2001): (i) diachronic, (ii) diatopic, (iii) diaintegrative, (iv) diastratic, (v) diaconnotative, (vi) diatechnical, (vii) diafrequentative, (viii) dianormative, (ix) diamediatric, (x) diaphasic and (xi) diatextual.. The diasystematic marks, in the most of the cases, play a key role in clarifying the synonymy between synonym pragmatemes.

Representative examples are given above, where the diatetic (example 24, 25 and 26) is marked by the oral, the diastratic (example 25) is marked by Italicism and the diachronic (example 26) is marked by archaic:

- (24) Vulgar, oral
EL: *Γεια χαραντάν!*
EN: *Hey!*
SP: *¡Buenas!*
- (25) Oral, italicism,
EL: *Τσάο!*
EN: *Chao!*
SP: *¡Chao!*
- (26) Oral, archaic
EL: *Εις υγείαν!*
EN: *Wassail!*
SP: *¡Que sea por muchos años!*

4.2.9 <TRANSLATION EQUIVALENCE>

The last field of the microstructure is dedicated to the translation equivalence of Greek pragmatemes to English and Spanish. Before proceeding to the description of the elaboration of this field, we have to bear in mind that pragmatemes are not lexical units and thereupon they require a particular lexicographic treatment, which is based mainly on pragmatic criteria.

The translation equivalence assignment follows the lexicographical model of *Monolingual Coordinated Dictionaries* by Blanco (2001), according to which the equivalence is provided linearly taking into account the information provided in the microstructure and especially the communicative situation. The emphasis on the SIT is justified by the fact that the communicative situation encompasses the cultural aspects, whose consideration was pointed out by Teliya, Bragina, Oparina and Sandomirs (1998), who characterize phrasemes as cultural language, and Sapir (1964) and Worf (1956), who quote that each language conceptualize the reality on a cultural base, among others.

The cultural aspect that the pragmatemes enclose has haunted us during the elaboration of the translation equivalents which are classified in three major categories (Kromann, Riiber, & Rosbach, 1991):

- (i) full equivalents
- (ii) partial equivalents
- (iii) zero equivalents.

The first type of equivalence is quite rare. In the examples 27 and 28 we can see full equivalents among the three languages. However, in the example 28 it can be observed that in the English and in the Spanish equivalents a religious connotation is marked, contrary to the Greek language where this dialog is considered common during the period of Easter.

- (27) EL: *Καλό ταξίδι!*
EN: *Have a nice trip!*
SP: *¡Buen viaje!*
- (28) EL: - *Χριστός Ανέστη!*
 - *Αληθώς ο Κύριος!*
EN: - *Christ is risen!*
 - *Truly He is risen!*
SP: - *¡Cristo ha resucitado!*
 - *¡En verdad ha resucitado!*

As far as the partial equivalents are concerned, they present a higher frequency. However, their precision is strongly depended on the description of the SIT which requires thorough details, as we can see in the following examples:

- (29) [take leave of someone in the evening]
EL: *Καλό απόγευμα!*

EN: *Good night!*
 SP: ¡*Buenas tardes!*

There were many cases of zero equivalents as well. In these cases the translation equivalence was not provided, as for example in:

- (30) [greet someone on the first day of the month]
 EL: *Καλό μήνα!*
 EN: lit. *Good month!*
 SP: lit. ¡*Buen mes!*
- (31) [to someone who got a haircut]
 EL: *Με γεια το κόψεμα!*
 EN: lit. *With health the new haircut!*
 SP: lit. ¡*Con salud el nuevo corte de pelo!*

5. Applications of pragmatemes

The systematic lexicographical processing of pragmatemes is oriented towards two main directions: (i) towards the language learning and (ii) towards the human and machine translation.

5.1 PragmaDiG and language learning

On the one hand, foreign language learners are in contact with pragmatemes from the beginning to advanced language proficiency. We could say that almost any introductory foreign language course begins with the common greetings. It is not a coincidence that A1 Level foreign language students on the “Common European Framework of Reference for Languages” should know how to introduce themselves (CEFR). It is also not coincidental that the fluent use of phrasemes similar to native speakers is the ultimate goal of foreign language learners, as Wray and Fitzpatrick (2008) mention.

On the other hand, the pedagogical significance of the dictionary use to foreign language learning is pointed out by Kojic-Sabo & Lightbown (1999), Knight (1994), Atkins & Varantola (1997) and Lupescu and Day (1993) among others. Thus, the PragmaDiG should assist in meeting the dictionary needs of foreign language learners. However, the pedagogical role that the PragmaDiG may play for native speakers as well should not be underestimated, especially within the frame of a genre-based approach to language learning. The communicative situation SIT constitutes the vinculum between pragmatemes and the genre-based approach, which is based on the “Systemic Functional Theory” developed by Halliday (1994) who links language closely to its contexts of use that are associated with the situational features of the field, mode and tenor (Halliday, 1978). These three values that define Halliday’s situational context correspond to the information provided in the PragmaDiG in the SIT and in the diasystematics of the microstructure.

The PragmaDiG within the frame of a genre-based approach could be a useful tool for the execution of queries regarding specific patterns to a certain text genre according to a series of criteria. For example, PragmaDiG users can find the appropriate pragmateme to close a formal letter. First, they would define the speech act (*take leave*). Then, they would specify the communicative situation SIT ([*in a letter*]). Finally, they would define the diasystematics, and especially, in this case, the diaphasic mark “formal” in order to come to the use of the pragmateme, i.e., *Με εκτίμηση* {*First name Surname*} (EN: *Yours faithfully* {*First name Surname*}, SP: *Atentamente* {*First name Surname*}).

5.2 PragmaDiG and translation

Apart from the pedagogical use PragmaDiG it is also considered to be of a great utility in the area of machine and human translation.

On the one hand, the structure of the PragmaDiG is built on foundations of the machine translation as it was compiled according to the *Dictionaries for Pragmatemes* of Blanco (to appear), which traces its roots to the *Monolingual Coordinated Dictionaries* (Blanco, 2001). The last lexicographical model is originally designated for automatic translation as it accurately provides the translation equivalence in other languages following a linear procedure of the information of the microstructure.

On the other hand, the incorporation of the PragmaDiG in an explicative and combinatory dictionary type is considered to be a useful tool for human translators. Translators are to be able to produce texts in L2 as all the translation aspects -including the thorny issue of the cultural aspect- are to be accessible and manageable in an active monofunctional dictionary.

6. Conclusions

In this paper the specific theoretical framework of pragmatemes has been described and their lexicographical treatment has been presented. In addition, applications of the Greek Pragmatemes Dictionary (PragmaDiG) to language learning and to human and machine translation have been discussed, laying ground for future work on Greek pragmatemes.

Future work will mainly focus on the enrichment of the macrostructure and the microstructure of the PragmaDiG. As far as the applications of PragmaDiG is concerned, the pedagogical dimension of PragmaDiG will be pointed out, especially within the frame of the genre-based approach to language teaching-learning.

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