

The Treatment of Phraseology in English-Greek Dictionaries

Sofia Trypanagnostopoulou

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DIRECTORA DE LA TESI
Dra. Janet-Ann DeCesaris Ward

DEPARTAMENT DEPARTAMENT DE TRADUCCIÓ I CIÈNCIES DEL
LLENGUATGE

To the memory of my father

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Abstract

Phraseological units are an important part of every language and due to their distinctive characteristics, they require special attention in their lexicographic description. However, phraseology is often underrepresented in lexicography, especially in bilingual dictionaries. Even though many important theoretical propositions have been suggested by linguists in the field of phraseology and idioms, from the perspective of lexicography, research is rather limited and concentrates mainly on monolingual lexicography.

In our attempt to fill this gap, we have examined the treatment of phraseology in bilingual English-Greek dictionaries. Specifically, we proceeded to a corpus-based comparative analysis of the main English-Greek dictionaries (paper and electronic editions), in order to detect the problematic aspects in the description of phraseological units in terms of dictionary macrostructure and microstructure. Our attention focused on various issues, such as phraseological coverage, translation equivalents, grammatical and syntactic information, usage labels and more. In order to extract information about the use of phraseological units and to retrieve potential translation equivalents, we built a parallel English – Greek corpus, consisted of texts collected from TED talks. While parallel corpora have been widely used in several fields of linguistics, they have not been extensively exploited as a tool in bilingual lexicography.

The results of the dictionary assessment have shown that even if the general quality of the examined dictionaries is rather high, they present various problems and omissions, such as poor phraseological inclusion, insufficient grammatical/syntactic or stylistic information, inadequate translation equivalents and so on. Based on the information retrieved from our parallel corpus we compiled for our study, we have proposed solutions for their improvement, which could be applied both in this language combination and in bilingual dictionaries in general. Our attempt aims to make a lexicographical proposal on how bilingual dictionaries would improve the representation of phraseology. This model could be used in the compilation of bilingual dictionaries of general use, as well as dictionaries of phraseology.

Resum

Les unitats fraseològiques i les expressions idiomàtiques en especial constitueixen una part important de totes les llengües. Requereixen una atenció especial per part de la lexicografia ateses les seves característiques i atès que el seu significat no és composicional. Això no obstant, la representació de la fraseologia als diccionaris, i especialment al diccionaris bilingües, sovint és deficient. Malgrat el fet que s'hagin proposat diverses aproximacions lingüístiques per analitzar la fraseologia, hi ha hagut relativament poca recerca sobre la fraseologia des de la perspectiva de la lexicografia, i la que hi ha se centra principalment en els diccionaris monolingües.

En aquesta tesi s'analitza el tractament de la fraseologia i, de manera especial, de les frases fetes, en diccionaris bilingües de la combinatòria lingüística anglès-grec. Es proposa analitzar els principals diccionaris bilingües d'aquesta combinatòria disponibles en format imprès i en format digital i utilitzar les dades d'un corpus paral·lel per tal de detectar els punts més problemàtics amb relació a la macroestructura i microestructura del diccionari. Es tractaran els temes següents: la selecció de fraseologia inclosa, els equivalents, la informació gramatical i sintàctica, i les etiquetes de registre, entre altres. Per tal d'obtenir informació sobre l'ús real de les unitats fraseològiques i per tal d'identificar els equivalents potencials, es crea un corpus paral·lel anglès-grec basat en un grup de textos corresponents a ponències de la fundació TED. Tot i que s'han utilitzat els corpus paral·lels en diversos estudis lingüístics, fins ara el seu ús en l'elaboració dels diccionaris bilingües ha estat relativament limitat.

Els resultats de l'avaluació dels diccionaris demostren que, malgrat la bona qualitat general dels diccionaris estudiats, hi ha diversos problemes i llacunes en relació amb la fraseologia, com ara un nivell pobre d'inclusió de frases, una representació insuficient d'informació gramatical, sintàctica i estilística, i una identificació d'equivalents no satisfactoris, entre altres. Basant-nos en la informació extreta del corpus paral·lel desenvolupat per a aquesta tesi, hem proposat solucions per millorar els diccionaris d'aquesta combinatòria en especial i, més generalment, que es podrien implementar en la confecció de diccionaris bilingües. El nostre objectiu és fer una proposta factible en què els diccionaris bilingües incloguessin una informació fraseològica més acurada, que es podria adoptar tant pels diccionaris bilingües generals com pels diccionaris de fraseologia.

Resumen

Las unidades fraseológicas y las expresiones idiomáticas en especial constituyen una parte importante de todas las lenguas. Requieren una atención especial por parte de la Lexicografía debido a sus características y a la falta de composicionalidad de su significado. No obstante, la representación de la fraseología en los diccionarios —y especialmente en los diccionarios bilingües— suele ser deficiente. A pesar de que se hayan propuesto varias aproximaciones al análisis de la fraseología desde la Lingüística, la investigación en fraseología desde la perspectiva de la Lexicografía es relativamente pobre y se centra principalmente en los diccionarios monolingües.

En nuestra investigación, analizamos el tratamiento de la fraseología y, muy particularmente, de las frases hechas, en diccionarios bilingües de la combinatoria lingüística inglés-griego. Proponemos analizar los principales diccionarios bilingües de esta combinatoria y utilizar datos de un corpus paralelo para detectar los puntos más problemáticos en relación con la descripción de la fraseología y en relación con la macroestructura y la microestructura del diccionario. Se tratan los siguientes temas: la selección de fraseología incluida, los equivalentes, la información gramatical i sintáctica, i las etiquetas de registre, entre otros. Para obtener información sobre el uso real de unidades fraseológicas y para identificar equivalentes potenciales, se crea un corpus paralelo inglés-griego basado en textos correspondientes a ponencias de la fundación TED. Aunque se ha utilizado los corpus paralelos en varios estudios lingüísticos, hasta la fecha su uso en la elaboración de diccionarios bilingües ha sido relativamente limitado.

Los resultados de la evaluación de los diccionarios demuestran que, a pesar de la buena calidad general de los diccionarios estudiados, hay varios problemas y carencias en relación con la fraseología, como, por ejemplo, el nivel pobre de inclusión de frases, una representación insuficiente de información gramatical, sintáctica y estilística, y una identificación de equivalentes no satisfactorios, entre otros. Basándonos en la información extraída del corpus paralelo desarrollado para esta tesis, se han propuesto soluciones para mejorar los diccionarios bilingües existentes en esta combinatoria específicamente y, más generalmente, que se podrían aplicar a la confección de diccionarios bilingües. Nuestro objetivo es desarrollar una propuesta factible en la que los diccionarios bilingües incluyeran una información fraseológica más esmerada, que se podría adoptar tanto para los diccionarios bilingües generales como para los diccionarios de fraseología.

PREFACE

All linguists agree that words are not used in isolation, but rather tend to be used together within specific contexts. If we examine the linguistic wealth of every language, we can find a wide variety of lexicalized groups of words - known as phraseological units - such as fixed expressions, idioms, phrasal verbs or proverbs. The various types of phraseology make the language richer and more creative and at the same time they are often deeply connected to the culture. The special features and the mentality of each nation can be reflected in the phraseology of its language. Due to its specific characteristics, phraseology is important not only for the native speakers of a language, but also for those who wish to learn and use a foreign language. Nevertheless, multi-word units are often underrepresented in lexicography, especially in bilingual dictionaries, because historically dictionaries have provided equivalents and definitions for single words and not phrases.

This research thesis is a first step in addressing the issue of representing phraseology in bilingual dictionaries. More specifically, we have decided to conduct a corpus-based study of the main English-Greek dictionaries. Based on the information extracted from a parallel English-Greek corpus, we will examine a set of phraseological units and their lexicographic representation. We will focus our research on various aspects of the dictionary description, such as the grammatical and syntactic information, the usage labels, the illustrative examples, the translation equivalents and so on, aiming to decide about their effectiveness and at the same time to provide lexicographical suggestions for their improvement.

Phraseology in bilingual dictionaries

Phraseological units are an important part of every language. They have strong cultural bonds, as they illustrate the mentality of people who use them. They are considered to be one of the most difficult parts in language acquisition, both for native and non-native speakers. Undoubtedly, they require special attention in lexicography, because of their distinctive characteristics, as well as their opacity and the lack of compositionality of their meaning.

Many issues might potentially create problems for the lexicographer in terms of phraseology. One of the first difficulties is the arbitrary borders among the various types of phraseological units (idioms, lexical collocations, proverbs, similes etc.). How can lexicographers decide if a phrase should be classified as a specific type of phraseology or not, and how can they maintain consistent practice throughout the dictionary in categorizing them?

In order to decide if a string of words is a fixed phrase of some sort or not, the lexicographer must apply various criteria, such as frequency, idiomaticity, morphology, fixedness, discursal function, etc. However, in many cases, this decision is not very obvious. Let's take for example the expressions *to make a difference*, *a couple of (years, days etc.)*, *in the field of*, etc. Are these expressions phraseological units? If we examine them in a corpus we notice that they occur with high frequency, but do they agree with the other criteria as well (idiomaticity etc.)? On the other hand, there some expressions, such as *nevertheless*, *goodbye*, etc. that have a strong discursal function, but do not consist of more than one word each. Contrary to the traditional view of phraseology, some linguists, such as Makkai (1972), Hockett (1958) (see Moon 1998:4) do categorize these expressions as phraseology. In lexicographical practice, dictionary makers might take different

decisions on whether they would include some multi-word expressions as phraseology or not. Apart from the theoretical approach they might adopt, their personal view could influence their final decision.

Theorists have developed various theoretical schemes for the taxonomy of phraseological units, as we will discuss in the next chapters. Both terminology and categorization might vary with each approach, while many categories might overlap as many expressions can be considered to belong to more than one category. As we will see in the following chapters, in her phraseological study, Rosamund Moon (1998) classified around 25% of the examined expressions of her database in two categories and 1% in three. Therefore, the lexicographer might find labelling the phraseology complicated, as in the examples below, which can be considered to belong to more than one category:

<i>boil down to</i>	phrasal verb/metaphor
<i>He's a born (surgeon, painter, etc.)</i>	metaphor/anomalous collocation
<i>Come on</i>	formula/phrasal verb/metaphor
<i>on the edge</i>	metaphor/formula
<i>How on Earth</i>	anomalous collocation/metaphor
<i>All of a sudden</i>	Anomalous collocation/formula

Figure 1-1 Phraseological units that belong to more than one category

Another difficult issue for the lexicographer is the process of selecting which expressions should be included in the dictionary and which not. The lexicographer should have clear criteria - such as frequency, register, geographical distribution, usage, etc. - and should follow them consistently. Of course important parameters in this decision are space limitation - especially in printed editions- and the overall scope of the dictionary. To give some examples of problematic cases, there are expressions with very transparent meaning (*in the beginning*), some that are very rarely used (*as fine as frog's hair*), offensive (*mother fucker*) or very strongly connected with a specific cultural element (*Delhi Belly* or *ship-shape and Bristol fashion*), etc. Lexicographers have to decide if they are suitable to be included in a bilingual dictionary of general use.

In addition, the position of phraseology in the macrostructure and microstructure of a dictionary has always been a matter of discussion, since accessibility to phrases in the dictionary is not straightforward, yet is considered to be of primary importance. There are various solutions to this issue, such as:

- including it under more than one lemma with a full description.
- including it in more than one lemma, but providing a full description in only one of them (and add a cross reference to the others, so that the reader can look it up).
- including it under the noun, verb, adverb, etc. of the string.
- including it under the semantically most salient word.

Typical examples of difficult lemmatization are expressions which include more than one salient word, such as *hot potato*, *don't put all your eggs in one basket*, *in the heat of the moment*, *rings a bell*, etc. The reader should have easy access to the information, so the dictionary maker has to decide under which word the reader would look.

There are also expressions where the salient word (or one of the salient words) is not included in the word list of the dictionary. Let's take for instance the expression. *O Romeo, Romeo! Wherefore art thou Romeo.* This popular expression originated from Shakespeare's play *Romeo and Juliet* includes elements that are not prototypically present in a bilingual dictionary. Apart from "Romeo", which is a proper name, we also have the archaic words: "Wherefore", "art" and "thou", which are generally not included in dictionaries (monolinguals or bilinguals). The options of the lexicographer in order to include the phraseology are the following: they could place the expression under other elements of the string - but in this case none of the words are typically present. Alternatively, they could create a lemma for one of these words, only to include the phraseology. Finally, in some cases, the lexicographers choose to provide the expression in a separate lemma by itself.

Another difficulty for dictionary makers in the presentation of phraseology is the information regarding the grammar and syntax. Phrases have specific characteristics in terms of grammar and syntax, and lexicographers need to find a way to incorporate this adequately. Given the restrictions of space in printed books, this task historically has been rather challenging. The expression *can't stop* is followed by a gerund: I can't stop *laughing*. Of course it is very important, especially for the non-native speaker, to have access to this information and the dictionary maker should make sure that it is included. Another example is the expression *lose no time (in) doing (something)*: as we can see it might be followed by the preposition *in*+gerund, but it can also be followed by the gerund without the preposition, while after the action verb (doing) a noun (object) is following: something. All this information is important to be given to the user to enable correct usage of the phrase, especially in a language production task.

Equally significant is the issue of the form of phraseology in terms of grammar, syntax and morphology. As mentioned by Moon (1996), while corpus evidence shows that the form of idiomatic expressions is not fixed and determined, this variability is under-represented in dictionaries. The lexicographer needs to decide which form or variant should be included in the dictionary and which should not. Here are some indicative examples of variant forms of phraseological units: *to have an ace/trick up your sleeve, make a fast, (or quick) buck, be (dead) set against something/doing something, to raise a smile/laugh/blush, have a finger in the pie/in every pie, to be in a sad/sorry pickle, put sb/be in the picture*, etc. Since we know that there is more than a single conventionalized form of these expressions, dictionaries need to account for the highly frequent variants.

At this point it is important to note that the lemmatization of phraseology and the information provided are restricted by the limitation of the space in a printed dictionary. However, in electronic dictionaries - where the lexicographer can include several headwords, variants and additional information- these restrictions no longer exist. However, while the general tendency of users is towards computer consultation, very few bilingual dictionaries have been designed with this format in mind.

Another important aspect to which the lexicographer should pay attention is register. As idioms are used both in written and oral speech, and in various contexts, they might be used in several registers (formal, informal, colloquial etc.). Recognizing the register of an expression often creates problems for non-native speakers and should always be taken into account by the lexicographer. Phraseology such *as per se, sine que non, abide by a decision*, etc. are used in a formal context, while expressions like *screw up, what the hell, hit the roof, etc.* are observed in a much lower

register. This information should be provided for the dictionary user and thus lexicographers need to find ways to incorporate it in it.

Last but not least, there is the issue of translation equivalence. The translation of phraseology in bilingual dictionaries is a challenging issue for lexicographers. Many phraseological units, such as idioms, often have a metaphorical base, and thus they have a strong connection with the culture of each language. It is very difficult for the lexicographers to trace the original meaning and to provide a satisfactory translation, as they should transfer not only the meaning, but also the cultural associations and pragmatic conditions of use of the idiom. According to Mona Baker (1992:68-69) significant difficulties for the translators include the lack of equivalence in the target language in the case of culture specific idiom context in the target language, and finally the fact that an idiom may be used in the source language in both a literal and idiomatic sense at the same time.

If we examine English phraseology we notice that some of the expressions have an equivalent in Greek (equivalence both in meaning and form): *Devil's Advocate* (ο δικηγόρος του διαβόλου), *kill two birds with one stone* (με ένα σμπάρο δυο τριγόνια), *a picture paints a thousand words* (μια εικόνα ίσον χίλιες λέξεις), etc. On the other hand, there are some expressions for which we can find similar idioms in Greek. For example, *work for peanuts*: its equivalent in Greek is δουλεύω για ψιχουλα (literally 'to work for crumbs'). However, the majority of phraseological units are linked with specific cultural elements and there is no equivalent translation in Greek, such as *Elvis has left the building*, *let your freak flag fly*, *Bob's your uncle*, etc. For these cases - where there is no semantic or morphological equivalence in the target language - the lexicographer has to provide an explanatory equivalent by paraphrasing the original, in order to provide the information about the meaning to the dictionary user.

In addition to the above, Pecman (2008) lists some other complications regarding the representation of phraseology in bilingual lexicography which should be taken into account by lexicographers, including:

- defining the target user's needs in order to adopt the content and the general macrostructure of a bilingual dictionary accordingly.
- semantical changes occurring in either of the languages, as often some of the phraseology might have changes their meaning through time.
- semantical complications such as: complexity in semantic content, where the phraseological unit might display a complicated meaning, which is difficult to render; polysemy, where the phraseology has more than one meanings and therefore more than one translations; or synonymy, where the original phraseology might have several synonymous equivalents in the target language.
- frequency differences, where there is a difference in the frequency of usage between the original and target phraseology

All these aspects of phraseological units are crucial for their description in dictionaries, as the role of dictionaries is inevitably normative. Consequently, it is very interesting to have a clear view on how current English-Greek dictionaries deal with them.

English-Greek dictionaries

In the present thesis we have decided to focus on the bilingual English-Greek lexicography. Both English and Greek are especially rich in phraseological units. Moreover, English as the *lingua franca* of the modern world has a great influence on Greek society and it is the most widely-spoken foreign language in the country. It is by far the most studied foreign language at all levels of education and at the same time, the volume of the translation demand in comparison with other languages is massive. Therefore, a study about the bilingual dictionaries of this language pair would scientifically contribute to the lexicographic needs of a large group of users.

Despite the importance of the English language, there are limited options for users of English-Greek dictionaries and even fewer options when considering dictionaries of phraseology. The existing dictionaries are mainly addressed to Greek users. The ideal of “four dictionaries per language pair” is not a reality in this case, and as such the existing English – Greek dictionaries are used both for decoding and encoding purposes. On the other hand, English is also used as intermediate language for other users. Speakers of third languages (i.e. Arabic, Turkish, Albanian, etc.) might use an English-Greek dictionary due to a lack (or the poor quality) of an Arabic-Greek dictionary.

A lack of commercial interest on the part of publishing houses and, at the same time, a lack of academic interest, leads to dictionaries of poor quality. Goutsos (1999) identifies the lack of naturalness as one of the major problems of bilingual dictionaries in general and especially of English-Greek ones and suggests the extensive use of English and Greek corpora as an indispensable aid towards the solution of the lexicographic problems. In the case of Greek bilingual lexicography, Goutsos (1999) also observes the presence of obsolete and archaic types in translation equivalents as a consequence of Greek diglossia (Katharevousa and Dimotiki¹) for a long period of time. In addition, research on the dictionary representation of idioms in bilingual dictionaries is limited and to date there has been no organized study about the representation of phraseology in English - Greek dictionaries.

The following examples taken from three English-Greek dictionaries (Oxford English-Greek learner’s dictionary, Collins English-Greek Dictionary and WordReference English-Greek Online Dictionary) demonstrate some of the problematic areas of the bilingual English-Greek lexicography, which results their inadequacy in satisfying the users’ needs:

Translation problems

a live wire Πολύ δραστήριος άνθρωπος, σπύρτο μοναχό (in Oxford)

In this example, firstly there is no indication about the difference in register between the two proposed equivalents. As a matter of fact, the first equivalent (*πολύ δραστήριος άνθρωπος*, literally *a very active man*) functions mainly as an explanation and is typical of a neutral register. On the other hand, the second equivalent, *σπύρτο μοναχό*, (literally *a lone match*) is an equivalent with very low frequency in Greek and is used in more informal registers. However, the main problem with this translation is that the meaning of this expression in Greek is different than the English one. Most specifically its metaphorical meaning is *a very clever man*, and not *a very active/energetic man*, like the original.

¹ See paragraph: 1.4.5.1. of chapter 1

propose a toast/sb's health κάνω πρόποση/προπίνω εις υγείαν κάποιου (in Oxford)

Here we have an example of an archaic phrase *προπίνω εις υγείαν κάποιου* which is given as equivalent without any usage note. Given the fact that there is a style difference both between the two equivalents, (*κάνω πρόποση* can be used in a neutral register), but also between the equivalent and the original (*propose a toast* is also neutral). This lack of information might be confusing for the user and can lead to the misuse of the expression (both the original if the dictionary is used for decoding purposes and the translation if it is used for encoding).

everyone to his trade ο καθένας στην τέχνη του (in Oxford)

Here the lexicographer proposes an equivalent, which is not idiomatic. It is not actually a fixed and commonly used expression, but rather a literal translation. Even though a native Greek speaker might understand the meaning of this expression, it cannot be considered and used as phraseology by itself. Nevertheless, there is an alternative expression, more fixed and commonly used, which could be proposed instead: *ο καθένας στο είδος του του* (literally *everyone to his class/ type/ genre*). This would be considered as a semantically and stylistic equivalent to the original, therefore, more appropriate for the dictionary.

cast in one's lot with sb συνταυτίζω την τύχη μου με κπ. (in Oxford)

The equivalent proposed sounds very unnatural and it could not be used for replacing the source language (SL) expression.

have a card up one's sleeve έχω ακόμα ένα ατού κρυμμένο, έχω μυστικό σχέδιο ως εφεδρεία. (in Oxford)

In this case, again, even though we can find in Greek an equivalent expression: *έχω κι άλλους άσσοις στο μανίκι* (literally *to have more aces in one's sleeve*), the lexicographer chooses to give explanatory equivalents, which are not actually phraseological units.

cry for the moon ζητώ τα αδύνατα (in Oxford)

This idiom is not included in either the Collins dictionary or in WordReference. Oxford dictionary provides an explanatory equivalent: *ζητώ τα αδύνατα*, which literally means *I ask for the impossible*. Instead of that they could have proposed the equivalent expression: *ζητάω τον ουρανό με τα άστρα* (it literally means *I ask for the sky with the stars*), which is also an idiom.

hot potato δυσάρεστο η δυσεπίλητο πρόβλημα (in Oxford)

This expression is a very popular idiom. However, we notice that Collins and WordReference dictionaries do not include it. We can only find it in Oxford dictionary, where it is translated as *δυσάρεστο η δυσεπίλητο πρόβλημα* (*unpleasant and intractable problem*). This is only an explanation of the meaning of the expression, and it does not transfer the idiomaticity of the original. However, in Greek we also use the idiom *καυτή πατάτα* (literally *hot potato*). Of course, this is an Anglicism, as it has been literally translated into Greek from English and it has resulted in a linguistic and cultural loan. Still it has a very high level of frequency in modern Greek, therefore, it would be suitable to be proposed as an equivalent in the dictionary.

wax and wane γεμίζω και αδειάζω (in WordReference)

Oxford and Collins dictionaries do not include this phraseological unit. WordReference does incorporate it. The Greek translation it provides: *γεμίζω και αδειάζω*, has to do with the literal meaning about the stages of the moon. But the metaphorical meaning, *grow larger and smaller* cannot be translated in Greek literally (*get full and get empty*). The dictionaries could use another expression *έρχεται και φεύγει* (literally *it comes and goes*), which shows the change of size.

next to nothing (in WordReference)

next to nothing <i>n</i>	(very little)	<i>μη διαθέσιμη μετάφραση</i>
After paying that huge telephone bill, I have next to nothing left in the bank. She managed to prepare a sumptuous meal from next to nothing.		

Figure 1-2 WordReference: lemma “next to nothing”

As we can see, the WordReference dictionary, even though it includes the expression, does not provide an equivalent, while the example is only in English with no translation either. Instead of the equivalent they include an explanation: *μη διαθέσιμη μετάφραση* (no available translation) in red color and italics. However, this expression can be translated as following: *ελάχιστα* (*little, barely*), *πολύ λίγο* (*very little*), *σχεδόν τίποτα* (*almost nothing*). Even though these equivalents are not phraseological units, they can be used in order to provide an option to the user, instead of the total absence of a Greek translation. Furthermore, in the case of this specific phraseology, we might have different translations in Greek according to the context it is used. It would be useful then to provide more illustrative examples translated into Greek, to fulfill the main purpose of the bilingual dictionary (Haas: 1962).

an endangered species ένα είδος που απειλείται με εξαφάνιση (in Collins)

The translation of Collins dictionary in this case is not wrong, but it is very periphrastic, and cannot be easily used in Greek to substitute for the original. On the contrary, the dictionary could propose the phraseology *ένα είδος υπό εξαφάνιση*, which has the same meaning, but it is more commonly used.

Absence of phraseological units

We notice that some popular and frequently used expressions are not included in the dictionaries. Of course, this is an indication of poor representation of phraseology and insufficiency of providing the adequate information to the users. Below we demonstrate some examples that we could not find in none of the dictionaries examined:

- It takes two to tango
- Whole nine yards
- speak of the devil
- the mother of all

Illustrative examples (in WordReference)

We notice that the WordReference dictionary it includes illustrative examples for the phraseological units, but many times there is no translation for these examples. This results in a lack of information for the user. For example:

kill time doing [sth] <i>v expr</i>	<i>informal, figurative</i> (occupy yourself with [sth])	σκοτώνω το χρόνο μου, σκοτώνω την ώρα μου <i>έκφρ</i>
I killed time drinking coffee while I waited for Meg to arrive.		

Figure 1-3 WordReference: lemma “kill time doing sth”

boil it down, boil it all down <i>v expr</i>	<i>figurative</i> (reduce to essence)	κρατάω μόνο την ουσία <i>περίφρ</i>
συνοψίζω ρ μ		
When you boil it all down, you have two choices: In or out.		

Figure 1-4 WordReference: lemma “boil it down”

put all your eggs in one basket <i>v expr</i>	<i>proverb</i> (rely on a single plan)	στηρίζω όλες μου τις ελπίδες σε κάτι <i>περίφρ</i>
δεν έχω εναλλακτικό σχέδιο <i>περίφρ</i> (ρискάρω) τα παίζω όλα για όλα <i>έκφρ</i>		
If you put all your eggs in one basket you risk losing them all.		

Figure 1-5 WordReference: lemma “put all your eggs in one basket”

Here we have presented some representative problematic representations of phraseology in English-Greek dictionaries. We have shown that in many cases, the dictionaries fail to provide the adequate and correct information to the users. Of course, these examples can only give us an indication of the overall quality of the lexicographical presentation of phraseology. Therefore, it is necessary to proceed to further research and analysis in order to have more accurate conclusions. The present study aims to address the problem of poor lexicographic representation of phraseology in bilingual English – Greek dictionaries. and at the same time, to fill the research gap in this area, as there has been no similar lexicographic study of phraseology in the language pair English and Greek.

Thesis Objectives

The general purpose of this research is to examine phraseology as described in English- Greek dictionaries. More specifically, we will compare the results of a corpus-based study with information currently available in the main paper and electronic bilingual English-Greek dictionaries, to detect the problematic zones, as well as the positive aspects in the description of phraseological units in terms of macrostructure and microstructure. Our examination will focus on the phraseological coverage of the dictionaries, as well as the presentation of important

information, such as grammar, syntax, usage labels, illustrative examples, and translation equivalents, among others.

At the same time, it is within the objectives of this research project to examine and evaluate the potential of a parallel corpus as a lexicographic resource in terms of the representation of phraseological units in bilingual dictionaries. On the one hand, we want to investigate which kinds of texts are good candidates to be included in a parallel corpus for this specific purpose, and on the other, we want to see if the information provided by a parallel corpus can be used by the lexicographer in order to improve existing dictionary entries.

Among the various parameters, our research will focus on the translation equivalents provided and will aim to contribute to the debate on the nature of equivalence. In particular, we will examine how lexicographers and translators deal with equivalence and how dictionaries could benefit from the work of the latter.

The results of our research will help us to assess existing English-Greek dictionaries and to provide solutions for improvement, both for this language combination and for bilingual dictionaries in general. More specifically, our analysis aims to make a lexicographical proposal - which could be applied to many language combinations - on how bilingual dictionaries should include more information on phraseology, and how this information could be better accessible to the user.

As we have seen above, phraseology is not as fixed as we usually believe; rather, phraseological units tend to appear with some variation. Thus, a part of our study will focus on how the variation of phraseological units could be adequately represented both in paper editions (where the space is limited) and in electronic dictionaries (where there is no limitation on space). Finally, due to their cultural connotations and communicative nature, the use of phraseological units cannot be separated from pragmatics and for this reason we aim to propose ways on how to incorporate pragmatic information into bilingual dictionaries.

Research Hypotheses

As mentioned above, the overall purpose of the present research is to examine the representation of phraseological units in English-Greek dictionaries, as well as to assess the potential use of a parallel corpus as a lexicographic resource in bilingual lexicography. Therefore, this research is based on the following hypotheses:

- Our first hypothesis is that phraseological units are underrepresented in bilingual dictionaries in general, and more specifically in English - Greek dictionaries. Considering the major complications in the representation of phraseology in bilingual dictionaries, as described above, but also given the fact that the lexicographic attention has been focused mainly on monolingual dictionaries, we assume that existing English-Greek dictionaries are not satisfactory in terms of phraseology representation.
- On the other hand, we consider that a parallel corpus can significantly improve the quality of the bilingual dictionaries in general, and particularly the way they represent phraseological units. Given the fact that multi-word units occur in context, we assume that parallel corpora

- where the translator inevitably propose translation solutions - can provide valuable information, which can help the lexicographer both in terms of microstructure (provide better equivalents, examples of use, variations, etc.) and in terms of macrostructure (they can show which multi-word units worth to be included or not).

Scope of study

The subject of phraseology and its lexicographic description has infinite extent of investigation. Nevertheless, the practical restrictions, such as the time limitations, as well as the fundamental objectives of the present study, lead us to limit the scope of our examination to the following areas, data and resources.

Dictionaries:

Regarding the type of dictionaries, we will proceed to an examination of bilingual dictionaries, aiming to enlighten the various cross-language and cross-cultural aspects of identifying equivalent phraseology. As an essential element of every language with a significant role in language acquisition, the presence of phraseology in a bilingual dictionary is both important and challenging.

Additionally, as the main goal of the thesis is to examine the language pair English and Greek, we will not extend the study to other languages. The language direction (from English to Greek) has been chosen mainly because the salient usage of the dictionaries of this direction. This results from noticeably higher number of Greek speakers learning and/or using English, in comparison with the opposite (English speaking users who learn Greek), and the fact that dictionaries have historically been used primarily for decoding. Therefore, the dictionaries in this direction are more developed and more broadly used.

As for the specific dictionaries we will examine, we have chosen 3 works. More specifically, two paper editions: *Oxford English-Greek Learner's Dictionary* (D. N. Stavropoulos & A. S. Hornby) and *Collins English-Greek Dictionary*, as well as an online electronic edition: *WordReference English-Greek Dictionary*. Even though it would be ideal to examine all available English-Greek dictionaries, firstly, this could not be possible timewise and secondly, we have decided to exclude dictionaries of very low quality, which would lead to biased results. Therefore, we have chosen to include the two paper editions of very good quality, published by publishing houses with long lexicographic traditions. The electronic dictionary, WordReference, is widely used and is of very good quality with adequate, valid and continuously updated information.

Aspects of dictionary examination:

The aim of the research is to provide an overall idea of the quality of the English- Greek dictionaries in relation to their treatment of phraseology. This includes various aspects of macrostructure and microstructure. In the present study we will focus our examination on the following: phraseological coverage, description of phraseological category, grammatical/syntactic information, usage labels, illustrative examples and translation equivalents. We will also study the issues of variety, meaning and pragmatic information, however, these topics will not be presented as separate sections, rather, they will be incorporated in the abovementioned chapters.

Corpus:

As this is a corpus-based study, one of our first tasks included the compilation of a corpus. Even though we have consulted other monolingual corpora (for example the Web Corpus of Engine²), we mainly based our analysis on the data extracted from a parallel corpus (English-Greek), which is more adequate for the examination of bilingual dictionaries. As a resource for the corpus, we used texts from TED talks. TED (Technology, Entertainment and Design) is a global set of conferences, where experts in a particular field present a short talk, which is usually prepared beforehand in written. These talks are aimed at informing a general audience and as such provide a good example of language in a neutral register. TED talks offer translated texts of good quality and provide a variation of topics, and vocabulary, while the language used is considered to be suitable for bilingual dictionaries of general use. We have restricted our data only to this resource, due to the limited availability in translated corpora in the language pair English-Greek. Nevertheless, considering the benefits provided by TED texts, we can assume that the language data collected were representative and adequate for the purposes of our research. Regarding the volume of the corpus, we have randomly collected 200 talks, of various speakers, translators, topics and year of publication, which consist of 360,587 words (the original) and 342,305 (the translation). This amount of words is sufficient for the needs of our research, as it can ensure a representative sample of language data.

Phraseology:

In order to proceed to the examination of the three dictionaries, we have extracted 592 phraseological units (which if we calculate the multiple entries appeared 1501 times in the texts) from the 110 TED talks, which were sufficient for the first part of our examination (dictionary coverage and translation equivalents). We used the other 90 texts as reference material for the other research enquiries (translation, microstructure, etc.). In many cases, we have randomly used some phraseology from our database, in order to examine specific aspects of the dictionaries (illustrative examples, translation, etc.). This practice allowed us to have an overall view all the possible problems of the dictionaries. Nevertheless, the sample we used included phraseology of all categories (anomalous collocations, formulae, metaphors and idioms).

Organization of the thesis

The present thesis is consisted of the following chapters:

Introduction

In this chapter, we have provided a general introduction to the subject of our study, we discussed the motivation which has led to the current research, and we presented the objectives, hypothesis and scope of the thesis.

Theoretical Framework

In the next chapter, we will discuss the theoretical framework of phraseology and its correlations with lexicography. Bibliography on Greek and phraseology will be discussed.

Methodology

After the theoretical background, we will present the methodology followed in our study, the tools and the resources used and the approaches adopted.

² <https://the.sketchengine.co.uk/>

Dictionary examination

In the following part of the thesis, we will present the analysis of the three dictionaries under consideration. Firstly, we will discuss the phraseological coverage in the dictionaries examined and then we will continue with various aspects of the microstructure: identification and visualization of phraseological categories, grammatical and syntactic information, usage information, illustrative examples and translation equivalents. In these chapters, we will present the data extracted from the dictionaries in comparison with the corpus findings, and we will make some preliminary conclusions and suggestions about the improvement of the dictionaries.

Discussion of Results

After the presentation of the main findings, we will make a further discussion about the overall results. At the same time, we will present our proposal for the improvement of the existing English-Greek dictionaries in relation with phraseology in each area examined.

Conclusions

After the presentation of the dictionary findings, we will provide an overview of the final conclusions of our study, while we will evaluate the initial objectives and hypothesis. In addition, we will discuss the limitations of our study, the areas of contribution of our research, as well as the potentials of future work.

Bibliography and appendices

The last part of this work includes the list of bibliographical references consulted and the appendices (list of texts examined, phraseology list studied and extended list of Greek phraseography).

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1 THEORETICAL FRAMEWORK

1.1 Chapter Introduction

The chapter below includes a brief historical retrospect of phraseology studies. We introduce the main theoretical approaches and we discuss the notion of phraseology, as well as its terminology and taxonomy. In addition, we present the state of the art in the field, both in relation to the international and specifically Greek literature.

1.2 The Discipline of Phraseology

1.2.1 General

The term phraseology comes from the Latin *phraseologia*³, which is formed from the Greek *frasis* (φράσις) "speech, way of speaking" and *-logia* (-λογία), "-logy, the study of". It has been irregularly formed as phraseology, instead of phrasiology (as in physiology-*φυσιολογία*) perhaps after the Greek genitive singular *phraseōs* (φράσεως)⁴. The term was introduced in the 1550s by German humanist Michael Neander (1525-1595). According to Online Etymology Dictionary, © 2010 Douglas Harper, the original meaning was "phrase book". The meaning "way of arranging words, characteristic style of expression" dates from 1660s⁵. Today the word phraseology is polysemous. It can mean: "the manner in which words or phrases are used", "a set of phrases used by a particular group of people"⁶, or "choice of words"⁷ but it can also be used to name the field of study: "the study of the structure, meaning and use of word combinations" (Cowie 1994: 3168).

1.2.2 Historical references

The study of multi-word units has a long history, which dates back from the beginning of 20th century (Bally 1909). However, for many years, phraseology had been relatively neglected by linguists – at least in the Western tradition (Sinclair 2008: XV) and only recently has it attracted the attention of scholars as a separated area of linguistics. According to John Sinclair (2008: XV) this is the result of two main reasons: the fact that phraseology does not make a clear division between grammar and lexis/semantics but rather adopts a holistic strategy allowing a wide range of approaches; and the fact that phraseology, in sharp contrast to most grammars, prioritizes syntagmatic patterns over paradigmatic ones. Ganger and Paquot (2008:27) also point out two other main factors that hinder the development of phraseology as an independent discipline: "the highly variable and wide-ranging scope of the field on the one hand and on the other, the vast and confusing terminology associated with it".

Swiss linguist Charles Bally (1865-1947) is considered to be the father of the theory of phraseology. Bally belonged to Geneva School and was a student of Ferdinand de Saussure (1857-1913). He introduced the notion of phraseology at the beginning of 20th century as a

³ Oxford English Dictionary: <http://www.oed.com/>

⁴ Even though the roots of the word come from Greek, in modern Greek the term has been introduced as linguistic re-borrowing from the French *phraseologie*.

⁵ Online Etymology Dictionary: https://www.etymonline.com/word/phraseology#etymonline_v_35991

⁶ Collins Dictionary: <http://www.collinsdictionary.com/dictionary/english/phraseology>

⁷ Merriam-Webster dictionary: <http://www.merriam-webster.com/dictionary/phraseology>

branch of stylistics, trying to classify the various combinations of words in French. In 1909 he published his work *Traité de stylistique Française*, in which he distinguished between phraseological series (*series phraseologiques*) and phraseological unities (*unités phraseologiques*). Bally did not consider phraseology as a separate discipline, and he included it in field of lexicology; nevertheless, he set the theoretical background for the future linguistic study on the subject. His ideas did not meet with immediate recognition, but they influenced deeply the Soviet linguist V.V. Vinogradov (1895-1969) who in the 1940s extended his classification (Vinogradov 1947), resulting in extensive research and numerous publications on phraseological phenomena in Russian and in other languages.

In the British tradition, the linguists Harold E. Palmer (1877–1949) and A. S. Hornby (1898–1978) were the first to examine phraseology from a pedagogical point of view. As Cowie points out (Cowie 2002:52), “the first large-scale analysis of phraseology to be undertaken with the needs of such learners in mind dates from the 1920s, and it was initiated in Tokyo by Harold E. Palmer and later extended by his chief assistant and eventually successor A.S.Hornby”. Palmer was an English teacher in Tokyo, Japan (Institute for Research in English Teaching - IRET), who undertook the project to collect and classify a wide range of multi-word units. Hornby joined later the project as Palmer’s chief assistant and eventually became the technical adviser and editor of IRET’s Bulletin. Their results were published in the Second Interim Report of English Collocations (1933), in the introduction of which they analyzed their ideas.

As quoted in Cowie (2002), Palmer observed that “it is not so much the words of English nor the grammar of English that make English difficult, but that vague and undefined obstacle to progress...consists for the most part in the existence of so many odd comings-together-of-words”. These “odd comings-together”, or in more technical terms “collocations” were a central concept of their understanding of language function, as well as language acquisition. Palmer defined collocations is as following: “A collocation is a succession of two or more words that must be learned as an integral whole and not pieced together from its component parts.” Even though they used the word collocation in a broader scope, to differentiate it from free combinations, and they had a pedagogical rather than linguistic perspective, they influenced future approaches to phraseology. According to Cowie, their work was a landmark and formed the basis for the treatment of multi-word units in their learners’ dictionaries of the 1930s and 1940s, and in combination with other influences, they ed the theoretical basis of the English phraseological dictionaries of the 1970s and 1980s (Palmer:1933c:5, as quoted in Cowie 2002:53).

According to Arsenteva (2014:XI), Ye. D. Polivanov (1891-1938), a well-known Russian scientist, was the first to launch the idea of separating phraseology as an independent linguistic branch (Polivanov 1931)⁸. But it was Viktor Vinogradov (1895-1969) who officially established phraseology as a separate discipline. Vinogradov, influenced by the ideas of Charles Bally, was the first to propose a classification of Russian phraseological units (Vinogradov 1947). The work of Vinogradov inspired other scholars (including Kunin, Chernuisceva, Amosova, Zgusta, Mel’čuk, Glaser, Cowie, and Howarth) to study phraseology in Russian and other languages and led to the establishment of the Russian and Eastern European tradition of phraseological studies. This tradition is centered around the phraseological unit and makes a primary distinction between “word-like” units, which function syntactically at or below the level of the simple sentence (*in the nick of time*) and “sentence-like” units, which function pragmatically as sayings,

⁸ See also Tarasevic 1991.

catchphrases, and conversational formulae (*there's no fool like an old fool, you don't say!*) (Cowie 1998:4). As pointed out by Cowie (1998:2), classical Russian theory, as it was developed from the 1940s to 1960s, with its later extensions and modifications, had probably the most pervasive influence in current phraseological studies, as well as in the design and compilation of dictionaries. The ideas in phraseology have been spread from East (Former Soviet Union and Eastern Europe) to West (Western Europe and USA) and they were initially mediated to non-Russian speaking scholars by Klappenbach (1968), Weinreich (1969), Arnold (1973), Lipka (1974) and Aisenstadt (1979) (Cowie 1998: 4, 209).

A further development of phraseological theory had been achieved by the ideas of the British linguist John Rupert Firth (1890-1960). Firth developed his contextual theory of meaning, influenced by the ideas of Polish anthropologist Bronislaw Malinowski (1884-1942) and specifically by his concept of “context of situation” (Williams and Millon 2011). Firth claims that the meaning of a word depends on its co-occurrences. In his famous phrase “You shall know a word by the company it keeps” (Firth 1957), he actually gives his definition for the notion of collocations, which he used for the first time in its present technical sense. As Sinclair (2008:XVI) points out, with this phrase, Firth incorporates the notion of collocation in his “*spectrum of meaning*”, which gave the impetus to early lexical work on corpora (Sinclair 2008:XVI).

Firth's ideas influenced many linguists, the so-called neo-Firthians, such as Michael Halliday, a student of Firth who developed the internationally influential systemic functional linguistic model of language (Halliday 1994) and pioneering linguist John Sinclair. John Sinclair developed Firth's ideas on collocations as “a tool for lexical analysis (1966), then in the early corpus linguistics of the OSTI report (1970/2004) and then through the building of the COBUILD corpus with its associated dictionary” (Williams and Millon 2011). Sinclair has played a leading role in developing corpus linguistics in Britain as a basis for both phraseological research and dictionary making (Cowie 1998:3). As Moon (2008) enthusiastically argues “For me, there is no going back from the approach to lexis which Firth began and Sinclair continued. It is not interesting enough to look at words atomistically; there is little to be learned, and nothing that can be learned about meaning, unless co-occurrences, texts, and contexts, are considered too.”

As Burger (2007: XII) points out, phraseology did not become an internationally recognized and expanding area of research until the 1970s. Since then the interest in phraseology has been raised dramatically, which according to Sinclair (2008: XVI) could be a result of the present-day increase of corpora as the principal data-source for language analysis. On the other hand, Cowie (1998:19) attributes this to the ending of the political and intellectual isolation of Eastern Europe countries after the collapse of Soviet Union, which resulted in the spread of phraseological theories from East to the West, in combination with the reveal of phraseological achievements in a wider audience, and to the growing recognition being given to phraseology in the USA (Fillmore 1988, Peters 1983). He also observes (Cowie 1998:1) that the scholars have recognized the prevalence of ready-made memorized combinations in written and oral language, as well as the importance of their role in in first- and second-language acquisition and adult language production.

The increasing attention to phraseology is evident in the numerous scientific publications in various special areas of the field, international conferences, research projects and dissertations, as well as in the production of several specialized dictionaries with large numbers of multi-word expressions

Important progress towards the establishment of phraseology as an independent linguistic discipline was the creation of the European Society for Phraseology (EUROPHRAS), which was founded in Bielefeld, Germany in January 1999 and has its seat in Zurich, Switzerland. EUROPHRAS, through its regular conferences, publications and scientific projects, aims to contribute to exchange of information on European research in the field of phraseology and also to encourage international collaboration among scholars worldwide. Important roles in the spread of the phraseological research have also been played by the de Gruyter journal “Yearbook of Phraseology”, an international, peer-reviewed publication which is sponsored by EUROPHRAS and by the European Association for Lexicography (EURALEX), which devotes a section to the subject in its conventions and publications.

1.2.3 Approaches

As we have seen above, there are two major approaches in phraseological research. The first one is the traditional approach which has been developed in Russia and Eastern Europe. The scholars of this tradition (Vinogradov, Amasova, Kunin, et al.) are centered around the phraseological unit and tend to limit the scope of the field to more fixed multi-word units, like idioms or proverbs (Granger and Paquot 2008:27), while one of their main preoccupations is to find the linguistic criteria in order to establish a framework of descriptive categories (Cowie 1998:4). The second tradition is the Anglo-Saxon tradition (Sinclair, Moon, Hanks, et al.), which is based on neo-Firthian lexical theory and adopts a wider perspective regarding the scope of the field, including many word combinations, which traditionally would not be considered as such (Granger and Paquot 2008:27). This approach extends to more applied fields of linguistic study, such as corpus linguistics, lexicography and language learning and teaching.

Even though the early phraseological studies had been focused on aspects like syntax or semantics, in the recent years there is a general interest towards the cultural aspects of phraseology. This approach (Teliya, Piinainen, Bragina: 1998, 2000 et al.) includes the anthropological and cultural dimension in phraseology analysis, and is based on the assumptions that “every language, and especially its figurative meanings, are concerned with the reflection and extension of the word-view shared by the linguistic community” and that “the phraseology of a language is deeply marked by its cultural patterns” (Cowie 1998:8-9). This culturally oriented strand is connected to cognitive and psycholinguistics methods of linguistic analysis. The scholars in this approach (Fillmore, Atkins, Gibbs, Baranov and Dobrovol’skij, Kövecses:2001, 2002 and Kövecses and Szabó:1996 et al.) incorporate cognitive models to study the multi-word units and consider that metaphors and images are a fundamental principle of phraseology (Colson:191).

As the interest among scholars has increased, phraseology has now been studied from the perspective of various areas, such as lexicology, lexicography, discourse analysis, corpus linguistics, computational linguistics, natural language processing, first and second language acquisition and teaching, terminology, translation, cognitive linguistics, psycholinguistics, sociolinguistics, semantics, rhetoric, stylistics. All these fields study the connection of phraseology to their domain and contribute to interdisciplinary scientific dialogue. This is clearly an indication of the core role of phraseology in a wide range of linguistic disciplines, but also of its importance to the language; phraseology is pervasive in both oral and written language, and it plays an important role in language acquisition and speech production. In recent years, there

have been some publications which include chapters from various linguistic areas, such as Burger (2007), Meunier and Granger (2008), Buhofer and Burger (2006)

1.3 Phraseology and Idiomaticity: theory, terminology and taxonomy

At this point it is important to examine some leading theoretical approaches to the nature of phraseology and idiomaticity. We will briefly discuss the various terms and taxonomies that have been proposed and used and we will clarify which terms we will use in the present study, as well as the classification we will adopt.

1.3.1 Open choice and Idiom principle

John Sinclair points out the idea that words are not isolated but rather are interconnected and that meaning is derived from context. He carried out a corpus-driven study to build a model of lexis as phraseology, where meaning is dependent upon context and which was partially realized lexicographically in the first Cobuild dictionary (Moon: 2008).

In 1987 he introduces two principles of interpretation, showing how meaning arises from language texts: the **open choice principle** and the **idiom principle**, which co-exist. The open choice principle (alternatively called the ‘terminological tendency’) corresponds to a conventional word and structure-based model of language which is seen “as the result of a very large number of complex choices. At each point where a unit is complete (a word or a phrase or a clause), a large range of choices opens up and the only restraint is grammaticalness” (Sinclair 1991:109). The idiom principle (alternatively called the ‘phraseological tendency’), on the other hand, consists of a model of language where lexical choice is constrained, not just through topic and register, but, significantly, through collocation: “The principle of idiom is that a language user has available to him or her a large number of semi-preconstructed phrases that constitute single choices, even though they might appear to be analysable into segments”. (Sinclair 1991:110).

Sinclair points out the tendency of very frequent words and senses to derive their meaning through phraseology, instead of having independent meaning (e.g., the verbs *take* and *make*), which “correlates with the operation of the idiom principle to make fewer choices” (1991:113), while he argues that “most normal text’ is largely constructed through the idiom principle, and is therefore delexicalized” (1991: 113).

The concept of the open choice and idiom principles where the meanings are interpreted through and within phraseology has important implications for dictionary design and methodology. Sinclair applied his ideas in Cobuild project, and Moon (2008) draws attention to the fact that the Cobuild project was driven by evidence, retrieving and explaining meaning in phraseological contexts and that it begins by discarding the notion of words as isolatable semantic units. In particular, she lists the following innovations of the project:

- “Full-sentence definition format, were “the “independent” status of many concrete nouns was indicated in generic formulae”
- “Other words or senses were glossed in contexts, not treated as isolates”

- “High-frequency lexicalized words were treated in extended series if glossed phraseologies, blurring the distinction between isolate words and fixed idiomatic expressions and enabling pragmatics to be explained”. (Moon 2008:521)

1.3.2 Terminology and Taxonomy

There has been a long academic discussion about the terminology of multi-word units and consequently about their classification. To date there is no standard taxonomy of phraseology and the terms used to describe it vary according to the linguistic approach. Since there is no consensus on how to deal with phraseology, it is important to take into consideration a wide variety of approaches before deciding which one is the best for this study.

1.3.2.1 ‘Idiom’ and other terms

In linguistic and lexicographical studies, the term ‘idiom’ is rather ambiguous. According to Nunberg et al. (1994) “attempts to provide categorical, single-criterion definitions of idioms are always to some degree misleading and after the fact”. The term is either used to refer to the prototypical examples like *kick the bucket*, or by opposing to other categories like formulae, fixed phrases, collocations, clichés, sayings, proverbs and allusions. According to Moon (1998:4) the term ‘idiom’ has broader and narrower uses. In broader uses, idioms include many kinds of multi-word units. Moon gives examples of broader uses such as the Anglo-American lexicographic tradition, where they use the word ‘idiom’ in general without making any further classification, such as Makkai (1972), who uses the term ‘idiom’ to cover non-compositional polymorphic words such as *blackbird* as well as collocations and constructions that are not freely formed and Hockett (1958 – in Moon 1998:4), who includes even single morphemes since their meaning cannot be deduced. In narrower uses the term ‘idiom’ is restricted to “a particular kind of unit: one that is fixed and semantically opaque or metaphorical or traditionally ‘not the sum of its parts’” (Moon 1998: 4). These units are often called ‘pure idioms’ (Fernando and Flavell 1981, Cowie 1998). Moon also mentions the cognitive approach of Fillmore et al. (1988), who use the term ‘formal idiom’ to refer to semi-grammatical structures as NOUN1 to NOUN2. However – as she mentions - Moon uses the term ‘phraseological collocations’ to refer to this category. Even though she does not use the term ‘idiom’ as a formal category, she occasionally uses it to refer to semi-transparent and opaque metaphorical expressions (e.g. *kick the bucket*) (Moon 1998:4-5).

Moon (1998:2-5) lists other terms used for multi-word units. These include:

Fixed expression: a term introduced by scholars like Alexander (1978, 1979) and Carter (1987). Moon also adopts this term, which finds as “a general but very convenient term ... to cover several kinds of phrasal lexeme, phraseological unit, multi-word lexical item: that is, holistic units of two or more words” (Moon 1998:2). The category of fixed expressions includes idioms and even though Moon does not find the term completely satisfactory (because many types of these expressions are not really fixed), she chooses to use it for simplicity reasons with the abbreviation FEIs (Fixed Expressions and Idioms).

Phraseological Unit: is used in Slavonic and German tradition (for example it is used by Gläser: 1984, 1988⁹), as a superordinate term for multi-word lexical items. However, Vinogradov and Tscherniscova (in Moon 1998:5) restrict the term to more metaphorical items.

Phraseme: phraseme is also used as a superordinate term, mainly outside Anglo-American tradition (Mel'čuk 1995). However, according to Moon (1998:5), Amosova (1963 - in Moon: 1998:5) uses the term for multi-word items, but not to refer to pure idioms.

Phrasal lexeme: finally, according to Moon (1998:5) phraseological unit and phraseme can be identified with Lyon's (1977:23- in Moon: 1998:5) "phrasal lexeme."

1.3.2.2 Idiomaticity

The question about the factors that indicate idiomaticity attracts the attention of linguists. Which criteria can be used in order to distinguish phraseological units from free word combinations? Fernando and Flavell (1981:19) mention that idiomaticity is a complex phenomenon that cannot be described in terms of a single feature, but rather "by multiple criteria, each criterion representing a single property". Fernando (1996: 30) suggests that we should not confuse idioms and idiomaticity, despite their close relation. Even though idioms indicate idiomaticity, not all word combinations that show idiomaticity are idioms. According to Nunberg et al. (1994), even though we consider phrases like *kick the bucket* as prototypical idioms, based on properties like conventionality, inflexibility, figuration, proverbiality, informality and affect, apart from the conventionality, none of these properties applies obligatorily to all idioms. Alexander (1992) identifies three common features of fixed expressions that help their systematic mapping: idiomaticity, socio-cultural markedness and pragmatic properties. Zgusta (1971: 142-151), presents a number of criteria for distinguishing multi-word lexical units from free combinations: substitution is impossible; addition of other words is frequently impossible; the meaning of the whole is not derivative from the meaning of the single constituent parts; a synonym or near-synonym may exist, consisting of only one word; a small group of expressions may be related and have an analogous status; a one-word equivalent in a foreign language may suggest that it is a multi-word lexical word; they may show special formal and grammatical properties, like the absence of articles. Finally, Rosamund Moon (1998) sets out three main criteria for distinguishing a FEI (fixed expressions and idioms) from a simple string. These are: institutionalization, lexicogrammatical fixedness and non-compositionality. She also adds other factors such as orthography, syntactic integrity and phonology. Even though lexicogrammatical fixedness is considered as a basic criterion, Moon's study demonstrates that corpus data show that variation is much more common than some models would suggest.

1.3.2.3 Taxonomy

As mentioned above, there is not a standard typology of phraseological units. We have found several attempts to classify phraseology in the literature, the most important of which for our study are summarized below.

Syntactic approaches:

⁹ See semantic approaches below

According to the cognitive approach (Fillmore et al. 1988), an idiomatic expression or construction is something a language user could fail to know while knowing everything else in the language. Fillmore et al. (1988: 504-510) identify four main categories based on semantic and grammatical criteria:

1. Decoding idioms (e.g. *kick the bucket*) and encoding idioms (e.g. *answer the door*)
2. Grammatical idioms (e.g. *spill the beans*) and extragrammatical idioms (e.g. *all of a sudden*)
3. Substantive or lexically filled idioms (e.g. *kick the bucket*) and formal or lexically open idioms (e.g. *the more...the -er*)
4. Idioms with a pragmatic point (e.g. *once upon a time*) and idioms without pragmatic point (e.g. *by and large*)

Fillmore et al. focus on formal or lexically open idioms which are “syntactic patterns dedicated to semantic and pragmatic purposes not knowable from their form alone” (1988: 505) and according to them “raise the most serious theoretical issues” (1988: 506). They provide the following typology:

- Unfamiliar pieces unfamiliarly arranged (e.g. *the X-er, the Y-er*)
- Familiar pieces unfamiliarly arranged (e.g. *all of a sudden*)
- Familiar pieces familiarly arranged (e.g. *pull someone’s leg*)

Makkai (1972) uses the word *idiom* to cover non-compositional polymorphic words, such as *blackbird* as well as collocations and constructions that are not freely formed. He separates encoding idioms-which are identifiable - from decoding idioms, which are non- identifiable and divided into lexemic and sememic idioms. Lexemic idioms represent problems of lexicogrammar and semantics and include phrasal verbs (e.g. *to come up with*), pure idioms (e.g. *spill the beans*), opaque compounds (e.g. *black ice*), incorporating verbs and nouns (e.g. *man-handle, blackbird*) and pseudo-idioms (e.g. *hue and cry*). Sememic idioms, on the other hand, represent problems of pragmatics and socioculture and include proverbs (e.g. *A bird in hand is worth two in the bush*) and familiar quotations (e.g. *not a mouse stirring*) and formulaic greetings.

Nunberg et al. (1994) propose a syntactical approach dividing idioms into idiomatically combining expressions (e.g. *take advantage*) where the meaning is distributed among the parts of the expression and idiomatic phrases (e.g. *kick the bucket*), which do not distribute their meaning to their components

Lexicalist approaches

Mel’čuk (1995) proposes a complex set of “non-free phrases” (in contrast to free utterances - 2012) or “phrasemes - as a subordinate term for multi-word lexical items”- each of which is fixed in a particular way. He distinguished between types of phrasemes according to the transparency of their meaning

1. lexical (idioms & collocations) and semantical lexical (clichés, like *happy birthday to you*)
2. compositional (collocations) and non-compositional (idioms)

He further distinguished the idioms into three categories: full idioms (e.g. *put through its paces*), semi-idioms (e.g. *private eye*), and quasi-idioms (e.g. *start a family*).

Vinogradov (in Dribniuk:2007), following the Russian tradition, has developed a lexicalist approach classifying phraseological units into phraseological fusions (e.g. *Once in a blue moon*), phraseological unities (e.g. *To come to one's senses*) and phraseological combinations-collocations (e.g. *To make an attempt*).

Semantic approaches

Mitchell (1971) provides a model distinguishing between collocations, colligations, idioms and compounds. He also divides between functional or pragmatic idioms (formulae and proverbs) and semantically opaque idioms (e.g. *kick the bucket*).

Following the eastern European linguistic tradition, Gläser (1984, 1988) uses the term 'phraseological unit' as a subordinate term for multi-word units, which include idioms, as well as non-idiomatized units. She proposes a model (1988) where she distinguishes between word-like units or nominations (e.g. *in the nick of time*), which function syntactically and sentence-like units or propositions (e.g. *you don't say!*), which function pragmatically (sayings, catchphrases, conversational formulae).

Fernando (1996) distinguishes between pure idioms (e.g. *spill the beans*), semi-idioms (e.g. *foot the bill*) and literal idioms (e.g. *of course, in any case*) and identifies three types of idiom functions: 1) an ideational function, which includes action, situation, people and things, 2) an interpersonal function, which includes apologies, greetings, directives and 3) a relational function, which is used to ensure cohesion and coherence in discourse.

Lexicographical Approaches

From a lexicological and lexicographical perspective, Cowie (1994, 1998) distinguishes between composites (which function syntactically at or below the level of the sentence) and formulae (which function pragmatically as autonomous utterances). He further divides idioms into three subcategories: restricted collocations (*perform a task*), figurative idioms (*do a U-turn*) and pure idioms (*spill the beans*), and formulae into two subcategories: routine formulae (*good morning*) and speech formulae (*you know what I mean*).

In her book "*Fixed Expressions and Idioms in English. A Corpus-Based Approach*" (1998), Rosamund Moon, noting that "any kind of lexical item must be based on evidence, not intuition" (1998:44), proceeds to a corpus-based categorization and description of English fixed expressions and idioms (hereafter, FEIs). More specifically, she uses the 18 million-word Oxford Hector Pilot Corpus (and secondarily the Bank of English) to create a database of 6776 FEIs. In her study she examines issues of frequency, lexical and grammatical form, variation, semantics (ambiguity, polysemy and metaphor), discursal functions, cohesion (grammatical, lexical, semantic) and she discusses interactional perspectives (ideology, politeness, speech acts, stylistics). Her findings about the variation of FEIs are very interesting, because, as Moon shows, even though stability is a main characteristic of FEIs, around 40% of her database FEIs have lexical variations or strongly institutionalized transformations and 14% have two or more variations on their canonical form (1988:120). From a lexicographical point of view, this remark is very important.

Moon notes (1996) that while the variability of FEIs is evident in corpus data, it is poorly represented in dictionaries. Thus, she suggests that lexicographers- as they have a normative role- must reflect the variation in the dictionaries.

As mentioned above, Moon proceeded to her own typology of FEIs, as the existing models did not work “adequately for the range I was investigating and for the degree of formal variation which I observed in the data” (1998:19). Her main criterion was the reason or reasons why a FEI is considered problematic in terms of lexicography. That is to say, “Whether the string is problematic and anomalous in grounds of lexicogrammar, pragmatics, or semantics” (1998:19). Based on the above, she distinguished three main categories with their subdivisions:

Anomalous collocations The first category includes strings which are problematic in terms of lexicogrammar and they are further divided into:

- Ill-formed collocations (*by and large, of course, thank you*), which break the conventional rules of grammar; these are what Fillmore et al. (1988) describe as extra-grammatical idioms.
- Cranberry collocations (*in retrospect, on behalf of someone*), which include items that are unique to the string and cannot be found in any other collocation.
- Defective collocations (*at least, in effect, beg the question, in time*), which cannot be decoded purely compositionally, either because they include an item with a meaning that cannot be found in other collocation (although it has other compositional meanings), or because one or more items is semantically depleted.
- Phraseological collocations (*to a - degree/ to a -extent*). According to Moon (1998:21) “this is the weakest group and consists of cases where there is a limited paradigm in operation and other analogous strings may be found, but where the structure is not fully productive.

Formulae The second category includes FEIs which are problematic because of their discursal function (pragmatics) and they are divided as following:

- Simple formulae (*alive and well, I'm sorry to say, not exactly, you know*) which have some special discursal function, are iterative, emphatic or syntagmatically fixed.
- Sayings (*an eye for an eye, don't let the bastards grind you down*), which include quotations, catch-phrases and truisms.
- Proverbs, which can be metaphorical (*every cloud has a silver lining*) or non-metaphorical (*enough is enough*).
- Similes (*as good as gold, as old as the hills, live like a king*), which include institutionalized comparisons that are usually transparent (not always).

Metaphors The last category includes strings that are problematic because of their semantics. The criterion here is the level of transparency of the meaning and the three subgroups reflect the degrees of transparency.

- Transparent metaphors (*alarm bells ring, behind someone's back*), which include metaphors that even though they are institutionalized, their meaning is easily decoded,

- Semi-transparent metaphors (*grasp the nettle, under one's belt*), where not all speakers are able to decode the meaning and it is needed some specialist knowledge.
- Opaque metaphors (*bite the bullet, kick the bucket*), which are often referred to as pure idioms, and to the meaning of which cannot be decoded without previous knowledge of the historical origins of the expression.

One of the main disadvantages of this taxonomy is that the categories often overlap and as Moon admits “it is often impossible to assign a FEI to a single category” (1998:23) In fact, she classifies around 25% of FEIs of her database in 2 categories and 1% in three. On the other hand, the division of metaphor category based on transparency “is inevitably idiolectal or idiosyncratic (1998:23) and thus there might not maybe a general agreement for their classification.

1.3.2.4 Terminology and classification in the present study

It is not within the objectives of the present thesis to contribute to a standardization and harmonization of the various theories of phraseology. Nevertheless, the practical examination of the phraseological units in dictionaries and corpora demands a detailed study of the various approaches, in order to decide upon the most suitable model of classification for the present thesis.

After examining the various classification models, we decided to adopt the taxonomy proposed by Rosamund Moon (1998). A main reason for our preference is the fact that Moon based her analysis on corpus data findings and worked towards lexicographic purposes. As our research is dealing with bilingual dictionaries, it is preferable to adopt a lexicographic approach. Of course, her classification is not completely satisfactory, as the categories often overlap and sometimes it is difficult to decide where to include an expression. However, for methodological reasons Moon’s taxonomy was the most suitable in comparison to other models found in bibliography, where we can also find overlapping categories (e.g. Fillmore et al.).

We will nevertheless not use the term FEI (Fixed expressions and Idioms) that Moon used but rather will refer to them as phraseological units. Consequently we will use the term phraseology as hypernym to refer to the general category of the multi-word units with a certain level of idiomaticity, as opposed to free word combinations, and will use idiom and idiomatic expression (as synonyms) to refer to opaque and semi-metaphors. In addition, we will occasionally use the terms *expression*, *phrase* and *multi-word units* as synonyms to the term phraseological unit.

1.4 Previous Studies

1.4.1 Phraseology

Over the last decades, a set of important theoretical propositions has been suggested by linguists in the field of phraseology. These range from Sinclair (1991), who first described the idiom and the open choice principles, to the cognitive approach of Fillmore et al. (1988), Kövecses (2001, 2002) and Kövecses and Szabó (1996), the psycholinguistic approach of Gibbs (1994, 1997), who examined the role of conceptual metaphors in idiom comprehension, and the corpus-based approach of Hanks (2004), who introduced the theory of norms and exploitations which applies to metaphors and idioms. Some important work in this field has been also made by Čermak

(1988, 2001) who examines idioms and their distinction from other collocations from the perspective of English and Czech. Cacciari and Tabossi (1988, 1993) investigate the comprehension of idioms, while Hümmer and Stathi (2006) discuss polysemy and vagueness by proceeding to a corpus-based analysis of the meaning of verb-phrase idioms. The collective work of Granger and Meunier (2008) offers an interesting insight of the interdisciplinary aspects of phraseology. Naciscione explores the stylistic (2010, 2014) and the metaphorical and literary use of phraseological units in discourse (2001, 2003, 2005, 2013), while also studying aspects of their cohesion (2002). Poulsen (2005) provides a functional and cognitive study of English phraseology by examining the category of collocations and Gries (2008) studies the link between linguistic theory and phraseology.

Relevant works on collocations have been done by Van Der Meer (1998, 2006) who examines the nature of collocations and their lexicographic representation and also by DeCesaris and Williams (2014), who study the collocational resonance of the words *field*, *champ* and *campo* by examining the historical development of their senses as well as their current behavior. Other related work includes the corpus-based analysis of Anderson (2003, 2006), which focuses on the phraseology of administrative French language and more specifically EU texts, and some studies of biblical idioms such as the work of Pinnavaia (2012), who attempts a linguistic analysis of English idioms that originate from the Bible.

1.4.2 Phraseology and Lexicography

From the perspective of lexicography, research on phraseology is rather limited and concentrates mainly on monolingual lexicography. We will briefly mention the main reference sources here. The works of Cowie (1981, 1983, 1998), Moon (1992, 1996, 1998, 2000), Verstraten, L. (1992), Laufer (2000, 2001) and Svenzen (1993) examine the treatment of idiomatic expressions in learner's dictionaries. Alexander (1992) analyses the treatment of phraseology in English learners' dictionaries, examining the level of user-friendliness and proposes possible changes. Yong & Peng (2007) analyze the main problems in the description of idioms and propose solutions for lexicographers. Siepmann (2008) examines the treatment of phraseology in monolingual and bilingual (English-French and English-German) dictionaries and focuses on semantically fully transparent routine formulae and shows that they are not adequately represented, compared to traditional non-compositional idioms and collocations. Benson (1985) studies the lexicographical treatment of collocations and idioms (both in monolingual and bilingual dictionaries) and suggests that even the best contemporary dictionaries, especially dictionaries for learners, can improve their treatment of collocation and idioms. He notes that lexicographers should include as many idioms as the size of their idiom that should receive different lexicographical treatment: a) idioms that function as nouns; and b) phrasal verbs worth noting. Granger and Lefer (2012) study the role of parallel corpora in the improvement of dictionary equivalents and propose the improvement of the phraseological coverage in bilingual dictionaries by including a range of multi-word units extracted via the n-gram method, while in another study (Granger and Lefer 2016) they suggest ways of improving coverage, accessibility, translation and illustration of phraseological units in general bilingual dictionaries, such as tailor-made notes and exercises informed by learner corpus data. Pecman (2008) examines the lexicographic problems of bilingual phraseology, based on research on the language pair English and French and proposes solutions for improvement. Marelllo (1989) discusses issues and proposes improvements concerning bilingual lexicography giving examples of French, English, Italian and German. Bentivoglin and Pianta (2002) propose the extraction of hidden multi-word

units by using as corpora bilingual dictionaries. Moon (2015) investigates the information on English idioms provided on non-lexicographical websites and compares them with the corresponding information given in various web dictionaries. Dziemianko (2010) compares paper and electronic dictionaries in terms of reception, production and retention of collocations, proving that the electronic versions are more useful. Knappe (2013) studies the lexicographic coverage of phraseological units in the *Historical Thesaurus of the Oxford English Dictionary* (HTOED), in comparison with the monolexical units. Davidsdottir (2012) provides propositions on how bilingual dictionaries can give more information on set phrases and collocations in the target language by examining the language pair Icelandic – French. Przepiórkowski et al. (2016) presents the phraseological components in two Slavic valency dictionaries. Geyken (2015) attempts to identify the lexicogrammatical patterns of set phrases in a German phraseological dictionary (Schemann's Dictionary of Idiom). Chen (2016) investigates how the dictionary use can influence the production, the retention, as well as the teaching of collocations. Most specifically, he implements a study where English majors at a Chinese university are asked to fill in the missing verbs in some collocations with the aid of an electronic dictionary and he proves that the dictionary use has improved their performance. The lexicographical treatment of idioms in various languages and language pairs is studied also in the works of Dobrovolskij (2000), Fellbaum (2006, 2007), and Nuccorini (1988), Espinal (2005) Feng Zu (2015).

1.4.3 Translation equivalence

The issue of equivalence is undoubtedly one of the main problems of translation and lexicography both in terms of practice and in theory and is dealt with more specifically in Chapter 8 of this thesis. Many scholars have proposed techniques on how translators and bilingual lexicographers should deal with it. Vinay and Darbelnet (1958) distinguish between direct and oblique translation. Direct translation includes borrowing, calque and literal translation, while oblique translation includes transposition, modulation, equivalence and adaptation, each of which can be applied at the linguistic levels of lexis, grammar and text. Mona Baker (1992) defines the strategies for translating idiomatic expressions: 1) using an idiom with the same meaning and form, 2) using an idiom with the similar meaning but different form, 3) by paraphrase, 4) by omission. Svenzen (1993) discusses the range of collocations and FEIs in his manuals of lexicography and suggests the following categories for translating idioms: 1) Idioms with identical metaphors in SL and TL, 2) Idioms with related metaphors, 3) Idioms with different metaphors, and 4) SL idioms with no metaphorical counterparts.

Studies regarding idiom translation in specific language pairs include the works of Charteris-Black (2003), who proposes a corpus-based model for the comparison and translation of English and Malay idioms based on an analogy with human relationships, as well as the work of Strakšienė (2009, 2010), who analyses the idiom translation strategies from English to Russian and Lithuanian.

From the perspective of lexicography, two of the most important figures who have discussed phraseology, lexicography and equivalence are Ladislav Zgusta and Arleta Adamska-Salaciak. We will now briefly discuss their work and its relevance to the present study.

Zgusta, in his studies on lexicography (1971, 1984, and 1987) examines various issues of bilingual dictionaries and focuses his interest on equivalence. He points out that, since the basic purpose of the bilingual dictionaries is to coordinate between the lexical units of two languages, the main

difficulty is “the anisomorphism of languages, i.e. by the differences in the organization of designates in the individual languages and by other differences between the languages” (1971:294). Zgusta believes that “dictionary should offer not explanatory paraphrases or definitions, but real lexical units of the target language which, when inserted into the context, produce a smooth translation” (1984:147). This means that the equivalent should have the same lexical meaning (and polysemy) as the respective lexical unit of the source language (hereafter, SL) and at the same time the same stylistic value.

Zgusta identifies two different properties of equivalence: translationality (or insertability) and explanatory paraphrase. Consequently, he contrasts explanatory (descriptive) equivalents with translational (insertable) equivalents (Zgusta 1971: 319). The **explanatory (or descriptive) equivalent** is chosen in order to give more information about the lexical unit of the target language (hereafter, TL). It is important in cases where the mere translational equivalent might remain only poorly intelligible, or when there is a vast overlap between the indication of a derivation, or etymology, on the one hand, and the notional explanation on the other. It has the advantage of being very general, and thus the user would be able to understand the many different sentences of SL and will feel free to adapt his translations to TL. The explanatory equivalent is more suitable when the TL is the native language of the user, who is trying to understand a given text. If the dictionary’s TL is not the intended user’s L1, an explanatory equivalent may be mistaken for a translational one and used as such in their own language production, which results in unidiomatic texts (Zgusta 1971: 320f.). The **translational (insertible) equivalent** is chosen by the lexicographer because of “its ability to be used in a fluent, good translation of whole sentences, to be inserted into contexts of the target language” (Zgusta 1971: 319). The main advantage of a translational equivalent is the fact that it gives a smooth translation. However, Zgusta points out the dangers of translational equivalent, in cases where the dictionaries have the tendency to use many different expressions of the target language to generate a really smooth translation in varying contexts as if they were synonymous without a discrimination of their meaning. He states that this practice should be avoided by lexicographers, because such an equivalent “has no explanatory power by itself, its value is limited to the context(s) or collocation(s) to which it applies”. In addition, he adds that “the search for a really natural-sounding translation in the target language can result in a movement away from the central meaning of the entry-word”. (Zgusta 2006 [1987]: 252).

There are no clear lines between the two types of equivalent and for Zgusta an ideal equivalent should be both insertable and explanatory. Even though this would be very difficult in practice, the properties of insertability and explanatory power should both be present in bilingual dictionaries: ‘they can be distributed in various ways, depending on the possibilities at the lexicographer’s disposal (an equivalent which is translational and explanatory at the same time; two or more equivalents, some of them translational, some explanatory; equivalent cum explanation, etc.)’ (Zgusta 2006 [1987]: 238).

Zgusta further discusses **functional equivalence** (as opposed to semantic equivalence). According to Zgusta “A translation should convey to its reader the same message with the same aesthetic and other values which are conveyed by the original text. Since languages differ in all imaginable respects, the translator-lexicographer must sometimes use means quite different from those used in the original in order to obtain the same results. If the different means do produce the same effect, the texts are considered functionally equivalent” (Zgusta 1984: 151). Among the different means Zgusta mentions a purely translational equivalent without explanation, an

explanatory paraphrase, a translational equivalent with explanation and register label, and an equivalent with register label and semantic gloss (Zgusta 1984: 152). This type of equivalence seems to be the last option of the lexicographer, in cases where there is no lexical (semantically or grammatically) equivalent.

In his concluding remarks (Zgusta 1984: 154), Zgusta admits that it is almost impossible for a dictionary to contain every piece of information for every entry, thus – as he notes - the important thing is “that the entry-word should give the user, either by the concatenation of the equivalents or by other means, a notional understanding of the entry-word so that he will be able, in so far as he knows the target language, to choose from the equivalents and translated collocations offered and if necessary to go beyond that.”

In her book “*Meaning and the bilingual dictionary: the case of English and Polish*” (2006) Arleta Adamska-Salaciak discusses the problems of bilingual lexicography focusing on the lack of interlingual equivalence (anisomorphism) and insisting on the users’ needs, especially in the case of foreign language learners.

Adamska-Salaciak analyses the lexicographic representation of meaning, noting that “to explain or disambiguate unknown or poorly known meanings is the reason why dictionaries were invented in the first place” (2006:47). Consequently, she considers it as by far the most difficult task of the lexicographer. She finds the nature of the meaning vague, fuzzy, changeable and flexible and she discusses the different linguistic approaches of meaning and their relation with lexicography, such as Sinclair’s (1991) open-choice and idiom principle of language organization, as well as Lakoff and Johnson’s (1980) conceptual metaphors. She concentrates on lexicographic issues related to sense division, equivalent discrimination, and sense ordering, as well as the relation between the form and the sense, giving examples from English-Polish and Polish-English dictionaries.

After having analyzed the lexicographic techniques of organizing the description of the meaning, she further focuses on the relationship between the source language item and proposed target language equivalent. She discusses the three degrees of equivalence, noting that the traditional trichotomy is useless in lexicographic practice. Full equivalence (absolute, complete, identical equivalent in the TL) is more an ideal point, rather than an actual realized option and zero (nil) equivalence is relatively rare, especially in typologically and culturally close languages, so partial equivalence is what we can expect in the vast majority of cases. Thus, Adamska-Salaciak adopts the term nonequivalence to refer to the two degrees (zero and partial) and presents the following lexicographical practices in order to overcome this nonequivalence:

- ✓ explain the meaning of the SL item in the TL;
- ✓ complement the partial equivalent by an explanatory note;
- ✓ offer an approximate cultural equivalent;
- ✓ complement the partial equivalent by a gloss;
- ✓ offer two or more partial equivalents;
- ✓ extend the syntagmatic scope of the SL lexical unit to be translated; and
- ✓ introduce an innovation.

In her article “Examining Equivalence” (2010) Adamska-Salaciak identifies four types of dictionary equivalents:

- (C) cognitive (semantic, systemic, prototypical, conceptual, decontextualised, notional), that seems to be the expected type of equivalent in a traditional dictionary. As Adamska-Salaciak notes, such equivalent covers the prototypical sense(s) of the headword, but not necessarily its less central or more specialized senses.
- (E) explanatory (descriptive) which could be interpreted as equating explanatory with cognitive equivalence.
- (T) translational (insertable, textual, contextual), which will produce an adequate translation.
- (F) functional (situational, communicative, discourse, dynamic). It is the most marginal kind of equivalence considering the traditional view of lexicography, but its importance is, arguably, growing.

Equivalents of type T and F are intertextual, and thus common to lexicography and Translation Studies while they are only appropriate when the SL item is used in context.

Adamska-Salaciak (2006:162-167) also examines the issue of fixed combinations in bilingual dictionaries. According to her, since they cannot be produced by applying the general rules of a given language; they must be explicitly listed in dictionaries for non-native speakers. Their meaning is usually non-compositional and thus often not related to the meaning of the lemma. Regarding their lexicographic treatment, Adamska notes that (in contrast to free combinations) “fixed expressions are themselves like lemmas, requiring translation equivalents (sometimes multiple ones) and frequently benefiting from exemplification” (2006:164). She also notes that usually dictionaries enter fixed expressions as sub-entries.

1.4.4 Corpus-based approaches

Nowadays a lexicographic study is almost unthinkable without the use of real language data. However, in the case of bilingual lexicography the literature about the use of parallel corpora in bilingual lexicography is limited. Among the few research studies available, there is the work of Eniko Haja (2010), who presents an approach based on statistical word alignment on parallel corpora for lexicographic use and that of Raphael Salkie (2008), who studies the importance of parallel corpora in bilingual lexicography, discussing the reasons why they are not widely used and proposes a way of assessing which words in translation corpora are likely to repay investigation by lexicographers. Hashan Al-Ajmi (2004) focuses on phraseology and describes the creation of a new English - Arabic parallel corpus for lexicographic applications, which includes the improvement of existing bilingual dictionaries and also the development of collocation dictionaries. The application of parallel corpora in identifying the most suitable translation equivalent is examined by Rūta Marcinkevičienė (1998), who studies the role of parallel corpora as a lexicographic tool while focusing on translation equivalents in the language pair English and Lithuanian. Perdek (2012) investigates Polish equivalents of English phrasal verbs as found in an English-Polish parallel corpus in order to identify good candidates for inclusion in future English-Polish dictionaries, and Romero Fresco (2005) examines the Spanish translation of English phraseological units based on an audiovisual corpus retrieved from the TV series “Friends”. Marco (2009) examines the normalization and the translation of

phraseology in a parallel English-Catalan corpus and Matuda (2010) uses a bilingual English-Portuguese corpus in order to examine football phraseology aiming at understanding the football vocabulary. We might also mention the study of Bourdaillet and Langlais (2012), who suggest a way of identifying infrequent translations by aligning non parallel sentences.

All the above mentioned studies provide interesting outlooks with regards to the presence of phraseology in lexicography, covering an important spectrum of the subject and its various aspects. Nevertheless, there is still an important gap in the area of the evaluation of the phraseological representation in bilingual dictionaries, especially in language pairs that include less popular languages, such as modern Greek. The present study provides a corpus-based approach of assessing the way the major English-Greek dictionaries – both paper and electronic versions – incorporate phraseology. The dictionary findings are examined based on data extracted from parallel corpora, which are compiled from a specific type of texts, the TED talks (see methodology chapter for more details about the characteristics of the specific type of texts, as well as the reasons for selecting them for our study). Up to date, no similar study has been presented in the related literature. Therefore, our approach contributes significantly in filling this bibliographical gap.

1.4.5 Greek bibliography

With respect to Greek bibliography, even though the Greek language is rich in multi-word units the research and publication activity in the area is quite limited. Only recently, mainly after the mid-90s, linguists have increased their interest to phraseology, which is evident in phraseological dictionaries publication, textbooks, research publications and dissertations. The introduction of computational linguistics gave rise to some Greek publications on phraseology from a corpus linguistic perspective.

One of the first publications on phraseology -even though published in English- was the work of Adam (1992), in which he attempts a semantic categorization of idiomatic expressions. Adam has also published a number of phraseological dictionaries (Adam 2003, 2006, 2010). Other works of this period include the studies of Setatos (1994a, 1996) who examines phraseology in modern Greek, as well as the preferences of expression in language and Moustaki (1992, 1993, 1998) who attempts a lexico-grammatical analysis of fixed and idiomatic expressions with the Greek auxiliary verb *είμαι* (ime), “to be”. Gavriilidou in various publications (1994, 1996, 1997a, 1997b, 1997c, 1998a, 1998b, 1998c, 2000, 2002a, 2009, 2016) examines Greek phraseology, especially NN combinations (Gavriilidou 1994, 1996, 1997, 1997a, 1997b 1998c, 1999, 2001, 2016) and proverbs (2000, 2001a, 2001b, 2002b), from a pedagogical (1998d, 2000, 2001, 2002a) and lexicographic (1998c, 1999) perspective. Fotopoulou studies the classification of fixed expressions (Fotopoulou 1989, 1990, 1993), their connection with terminology (2003) as well as their automatic recognition and extraction from corpora (2008). In 2000 Symeonidis (2000) publishes a phraseological textbook, with the aim to fill the gap in Greek literature. The increase of Greek scholars’ interest in phraseology is also evident in the works of Loupasis (2003), who studies the influences of ecclesiastical phraseology to modern Greek language and Myrtoula (2006), who publishes a synchronic and diachronic study of proverbs in modern Greek language. In 2006, Anastasiadi-Symeonidi & Eythymiou (2006) publish another important textbook of Greek phraseology, in which they examine the fixed expressions of Greek language from the learners’ perspective. In addition, there are a number of dissertations dedicated to phraseology. Thomou (2006) examines the lexical collocations of Greek as a foreign language and Hioti (2010)

studies the history, taxonomy and fixedness of Greek fixed expressions. Moutou (2007, 2012, 2016) has published some articles about phraseology acquisition and production from children, as well as categories of pragmatic phraseology. Mini carries out a psycholinguistic analysis of fixed verbal expressions in Greek and their perception from school children (2009, 2011), while Mini & Fotopoulou (2009) study the typology of multi-word verbal expressions in monolingual Greek dictionaries.

Some work has been done from a bilingual lexicographical perspective in the works on Greek by the following scholars. Earlier works include the study of Lloshi (1992) on Greek-Albanian parallel idioms, Mpolla's (1996) contrastive examination of stereotypical proverbs of Greek and Parianou's (1997) analysis of pragmatic phraseology and its translation from Greek to German. Villegas (2001) discusses problems of Greek –Spanish and Spanish – Greek dictionaries and Tsaknaki (2005) studies issues of translation of proverbs from Greek to French. Petit and Liberopoulou (2008) examine lexicographical issues of the language pair Greek and French, while Chelmi (2009, 2011) studies the terminology of phraseology in Greek and Spanish language and Panou (2011a, 2011b) examines idioms in phraseological dictionaries as well as issues about the idiom translation in English and Greek press. More recent studies include the work of Papalexandrou (2014) who proceeds to a contrastive approach of Greek and Russian phraseology, Vassilev (2015) who studies the phraseology in Greek literature and their Bulgarian equivalents and Asimopoulos (2016) who analyses the “black and white” idioms in Greek, Polish, Russian and Serbian languages.

From a pedagogical aspect, Diakogiorgi & Fotopoulou (2002) examine the processing of fixed phrases from school-age children, while Andreou and Galantomos (2008a) discuss issues about idioms and present possible teaching methods based on conceptual metaphors. Dimopoulou (2010, 2012) makes a semantic analysis of the vocabulary of nature in fixed expressions and idioms and its acquisition from students learning Greek as a foreign language and Savvidou (2011) also examines the fixed expressions in teaching Greek as a foreign language in advanced levels.

Regarding the bilingual English - Greek lexicography, a valuable work is that of Goutsos (1999), who discusses translation issues in English –Greek dictionaries and identifies the main problems of the bilingual Greek lexicography. Recent works in bilingual lexicography include the study of Delpanagioti on various aspects of Greek English lexicography, such as lexical meaning and usage patterns in Greek and English motion verbs (2012) and implications for Education (2011)

As for the computational linguistic approaches, the production in Greek is also quite limited. The research work is mostly focusing on automatic extraction from corpora of Greek multi-word units (Michou and Seretan 2009, Linardaki et al. 2010), mainly noun-phrases (Boutsis and Piperidis 1997, Papageorgiou et al. 2002, Fotopoulou et al. 2008), or collocations (Fragos et al. 2004). There has also been done some work on parsing Greek verbal multi-word units with LFG/XLE grammars (Samaridi and Markantonatou 2014). Nevertheless, there is still space for more research in the specific field.

1.4.5.1 Goutsos

As we have mentioned above, one of the main literature works about bilingual lexicography in Greek, is the study of Goutsos (1999), which focuses on translation issues in English –Greek

dictionaries. Goutsos identifies the following as the main problems of the bilingual Greek lexicography:

- ✓ a disturbing preponderance of obsolete and archaic lemmas and translations;
- ✓ an indiscriminating listing of alternatives without any indication about their use in Greek; and
- ✓ a glaring lack of naturalness in both original examples and their translations.

Goutsos considers the weaknesses of Greek bilingual dictionaries may be attributed to the lack of long modern lexicographic tradition equal to that of other European languages like English, French or German and to the peculiar socio-linguistic conditions of Greek diglossia. Katharevousa, a compromise between Ancient Greek and Dimotiki (Modern Greek of the time) was initially used for literary and official purposes during the 19th century and has been increasingly adopted during the 20th century for official and formal purposes. After the language reform of 1976, Dimotiki became the official language of Greece and Greek diglossia started to decline. However, as Goutsos notes, the influence of diglossia has affected various areas of applied linguistics, such as lexicography. According to Goutsos “The effect of this peculiarity has been determined to Greek bilingual lexicography, so that Greek bilingual dictionaries are still characterized by massive absence of modern language items and their target language equivalents, inadequate semantic and stylistic discrimination between the various equivalents proposed and appalling lack of naturalness” (Goutsos 1999:109). Despite the huge market for English-Greek dictionaries, they have also been affected by this consequence.

In his article, describing the process of editing of the new Collins English – Greek dictionary, which was based on corpora, Goutsos lists the cases where editing was necessary in terms of lexical equivalence, grammatical category, noun and verb complementation, thematic structure and lemma construction. Regarding the lexical equivalents, he mentions the problematic cases of obsolete or rare translation equivalents, collocations or phrases for which not very natural or typical equivalents were given, register couplets (cases where two synonyms are equally used, but they differ in register. Consequently, the user needs specific advice on how to use them. Due to the influence of Katharevousa, which has a higher register, Greek is especially rich in such couplets, both on the lexical and grammatical levels, and false friends. Grammatical categories such as countability, definiteness and verbal aspect are expressed in different ways in languages like English and Greek, which obviously creates problems in translation. Goutsos gives such examples and suggests that “the translator has to rely on his/her world knowledge to find out the most typical contexts in which these may occur and thus select the appropriate translation for the dictionary” (Goutsos 1999: 114). Another problematic issue is the translation of nominal and verb groups, which cannot be simply transferred from English into Greek by giving a word-for-word equivalent. Lexicographers should pay extra attention to these complements and translate taking into account the grammatical patterns of the target language. Equally problematic are issues related to the differences in thematic structure between English and Greek. Goutsos presents some examples explaining the differences in structure between the two languages and proposes translation equivalents. The arrangement of the lemma should also concern lexicographers. The main problem here is the fact that the translation equivalents are usually given without any guidance on how to choose between them, while in some cases it is not clear to which meaning they correspond. Goutsos suggests that the dictionaries should provide explanations about the use of the equivalents, which should be clearly differentiated in terms of typical use and register variation. Goutsos finally notes the importance of the use of parallel

corpora in bilingual lexicography, especially for Greek bilingual dictionaries: “in which a glaring lack of naturalness can be noted...the help from corpora can be indispensable at defining the parameters of isolation, idiomaticity and neutrality that define naturalness” (Goutsos 1999:124).

The work of Goutsos is one of the very few studies of bilingual lexicography for the language pair English-Greek, which focuses on the issue of equivalence and proposes corpus-based solutions. Goutsos presents a clear overview of the particularities of the Greek language, as a result of its linguistic history, as well as the differences between Greek and English. His work has motivated the present study in order to examine further the various aspects of lexicographical representation of idiomaticity as it is presented in multi-word units.

1.4.6 Greek Phraseography

As we have mentioned before, the interest in Greek phraseology gave rise to the production of various phraseological dictionaries, or collections of phraseological material. More specifically, according to the books-in-print database *biblionet* (<http://www.biblionet.gr/main.asp>), which is supported by the National Book Centre of Greece (EKEBI)¹⁰, there are around 18 publications for modern Greek expressions, 16 bilinguals, while there are 2 for Latin and 7 for classical Greek. The bilingual dictionaries include languages such as English, Russian, Romanian, French, Spanish, Turkish and Italian. Among the monolingual phraseological dictionaries, we can distinguish Iordanidou’s (2001) dictionary of scholarly Greek expressions and Sarantakos’ (1997, 2013) idioms and fixed expressions dictionaries.

We observe that there many publications about proverbs and sayings: there are around 47 publications for Greek proverbs and saying, and other 16 which include proverbs of specific regions of Greek-speaking territory (Cyprus, Lefkada, Rhodes, etc.). There are also 12 collections of ancient Greek proverbs¹¹, while other 12 include proverbs of other languages and cultures (such as Italian, Russian, English, Turkish, Bulgarian, Spanish, Native American)¹². Furthermore, there are around 8 publications which include proverbs and sayings of specific field areas (such as agriculture, wedding, etc.) and also there are 10 other that are addressed to children.

We can see that the production of works regarding the proverbs is much higher than the collections of general (monolingual & bilingual) phraseology. This can be explained by the large number of proverbs in Greek language and culture, but also to the general interest of Greek readers towards their cultural identity. Of course, we should not forget that this material is not addressed exclusively to linguists or other professionals (translators, language teachers etc.) but the main users are people with general interest in their popular culture and the preservation of its treasures, such as the language and its traditional narrations.

1.5 Chapter Summary

In this chapter we attempted to provide a brief overview of the theoretical framework of phraseology and its correlations with the field of lexicography. After presenting the historical development of phraseological studies and the main theoretical approaches, we have discussed

¹⁰ An extended list of all these publications is included in the Appendix 1 (Greek Phraseography) of this thesis

¹¹Not all of them are in classical Greek: Some of them are in Latin and other include translations in modern Greek.

¹² Not all of them are bilingual, some of them include translation in Modern Greek.

the related issues regarding its taxonomy, as well as the terms used to describe it. Finally, we presented the most important related work on the field of phraseology - both for international and the Geek literature - focusing on its interdisciplinary aspects, such as translation, lexicography and corpus linguistics.

2 METHODOLOGY

2.1 Chapter Introduction

The general purpose of the research presented here is to examine phraseology as described in English-Greek dictionaries. At the same time, we aim to examine and evaluate the potential of a parallel corpus as a lexicographic resource, to study how lexicographers and translators deal with equivalence and how dictionaries could benefit from the work of the latter and finally to assess the existing English-Greek dictionaries and to provide solutions for improvement.

In this chapter we will give a brief description of how we decided to approach these research topics. We will discuss the two main tasks we carried out: the compilation and analysis of the corpus (data collection and data analysis) and the examination of the dictionaries (data collection and data analysis). Furthermore, we will describe the tools and resources we used, as well as the limitations and the challenges of our research.

2.2 Brief description of the approach

In order to examine the representation of phraseology in the main English-Greek dictionaries, we decided to carry out corpus-based research to determine the presence of phraseology in the dictionaries. The main idea of our approach was to collect phraseology from a parallel corpus and compare it with the data presented in bilingual dictionaries. More specifically, these are the main steps we followed:

- Compilation of a parallel corpus - extraction of phraseology
- Examination of phraseology in bilingual dictionaries
- Analysis of the results obtained
- Proposal of solutions

We applied the above-mentioned steps in two phases. Firstly, we carried out a small-scale exploratory study in order to determine the feasibility of the study as a whole. This initial attempt included the compilation and analysis of a small-size parallel corpus, as well as the comparison with bilingual dictionaries. The initial results showed poor representation of phraseology, which motivated us to extend our study. Therefore, the second phase included the compilation and analysis of a larger corpus in order to verify the low lexicographic coverage of the dictionaries, as well as a detailed corpus-based examination of various aspects of their macrostructure and microstructure (such as usage labels, translation, examples, etc.). Finally, the last step was to propose solutions on how the English–Greek dictionaries could improve the presence and description of phraseological units.

As we mentioned above - both in the exploratory study and the larger scale study - our approach includes two main tasks: the compilation and analysis of a parallel corpus (data collection and data analysis) and the examination of phraseology in bilingual dictionaries (data collection and data analysis). Below we give a description of all the steps followed.

2.3 Parallel corpus

A lexicographic study today is almost unthinkable without the use of corpora. We believe that the use of real linguistic data in our research will help us to assess the existing English-Greek dictionaries, which - as we described in previous chapters - show an inadequate description of phraseology. Corpora should provide solutions for their improvement, as they can be used as a valuable lexicographic resource.

As discussed above, in our approach we decided to use a parallel corpus from which we extracted phraseological units and information about their usage and translation. While parallel corpora have been widely used in several fields such as translator training, machine translation, contrastive linguistics, and various language applications, they have not been extensively exploited as a tool in bilingual lexicography. However, the amount of information that a parallel corpus offers to the lexicographer can considerably improve the quality of bilingual dictionaries.

Macrostructure:

A parallel corpus can be a good resource for choosing phraseological entries. The kinds of texts it includes are intended to be translated— in fact they have already been translated- so we can assume that it is more likely for a dictionary user to search for phraseological units that appear in these texts. Therefore, the phraseological units extracted from a parallel corpus can be good candidates to be included in a bilingual dictionary. Besides that, a parallel corpus can provide frequency data about the usage, new expressions and also show us if an old expression is no longer in use. By comparing the dictionaries with the corpus data, we will be able to assess the level of phraseological coverage of the dictionaries according to actual language use.

Microstructure:

There is no doubt that a parallel corpus offers valuable information to the lexicographer who compiles a bilingual dictionary entry. Firstly, by having access to the source texts, the lexicographer can see the actual use of phraseological units and to extract information about variation, frequency, morphology, usage (style, register), pragmatic or cultural correlations, etc. All these data are useful to be included candidates for inclusion in the dictionary entry. On the other hand, the parallel corpus offers always a translation equivalent in target language. A parallel corpus consists of texts that have already been translated; therefore, we can find there the solutions that the translators have proposed to real translation problems. For this reason, we consider that the equivalents proposed by the translators are good candidates to be included in a bilingual dictionary. Finally, a parallel corpus is a rich source of phrases, which can be used by the lexicographer as examples of use together with their translations.

Negative aspects:

Of course, we should keep in mind that the translations provided by the corpus are highly context-dependent and this means that they might be a solution which can work only in the specific context, therefore they might not be appropriate candidates as dictionary equivalents. On the other hand, a parallel corpus usually gives us only a version of a translation and the result depends on the quality of the translator. One solution to this would be to include various versions of translations of the same texts, which would be difficult in practical terms. Regarding the quality of the translation corpus as suggested by Salkie (2008), we can – ideally - follow the following steps: (a) know which language is the source language; (b) be sure that the translator was a skilled professional; (c) if possible, have a guarantee that the translation was checked before

being published; and (d) know that the translation was published by an organization which takes quality seriously. Additionally, we should make sure to use a corpus of appropriate size - which will include a wide variety of texts - and of contemporary language. Parallel corpora diminish the role of human intuition; nevertheless, this does not mean that the lexicographer should exclusively rely on them. As Sinclair (1985) points out, personal introspection is a factor that will inevitably play a big part at the decisions made by lexicographer – in evaluating evidence rather than creating it.

2.3.1 Data collection

In this paragraph we explain the selection of the corpus we would use and discuss the characteristics of the texts that we finally decided to collect. Then, we describe the process of collecting and aligning the texts, as well as extracting and selecting the phraseology.

2.3.1.1 Corpus selection

One of the obstacles at this stage of our research was the fact that the bilingual corpora resources for the language pair English-Greek are limited. Initially, we considered including texts of literature, and audiovisual material (movies, documentaries, television series etc.). These texts as they use oral and colloquial language, are rich in phraseological units, and especially in idiomatic expressions. However, there are some limitations in collecting these kinds of texts due to difficult access and the copyright restrictions. Another option was the European Parliament corpus, which is available in the internet, but probably poor in idiomatic expressions due to the topics discussed and register used.

Hence, taking into consideration the various options available, we decided, as a first step, to create a corpus using texts from TED talks (<http://www.ted.com/>) and after examining the first results, to discuss the necessity of enriching it by adding other types of texts. However, the length of the corpus we finally collected by TED talks was adequate and it was sufficiently representative; therefore, it was appropriate for the purposes of our research and it was not necessary to collect more texts.

2.3.1.2 Corpus description

As we mentioned above, we decided to collect texts from TED talks in order to create an English-Greek parallel corpus. TED (Technology, Entertainment and Design) is a global set of conferences owned by the private non-profit Sapling Foundation, under the slogan "ideas worth spreading". It started out (in 1984) as a conference bringing together people from three worlds: **Technology, Entertainment, Design**. Since then its scope has become broader and broader. Along with the annual Conferences and TED Talks, TED includes other events and activities, such as TED Prize, TEDx programs, Open Translation Project, TED-Ed lesson series, etc.

We chose to collect TED talks for our corpus, because of the following characteristics and the advantages it offers:

- The texts are of free access in the internet and without copyright.
- They are provided both in audiovisual (sound and subtitles) and in text form (original script and translations).
- Among the various languages, a number of TED talks have been translated into Greek.
- There is a certain guarantee of the quality of the translations, as they provide the name of the translator and the reviser.
- We have the opportunity to know if the speaker is native speaker of English.
- Even though we have texts of oral language, the register is not very low and this means that the vocabulary and expressions used are appropriated to be included in a bilingual dictionary.
- Because the texts were spoken, they are likely to contain several, and possibly many, multi-word expressions
- A corpus from these texts would be very wide in terms of language use and vocabulary as the subjects of TED talks vary from art, technology, design, politics and everyday life stories.

2.3.1.3 Corpus compilation and processing

As we mentioned before, we did not use an existing corpus, but we decided to build a new one having as a resource a number of TED talks. Firstly, we collected the English transcripts of TED talks and then their Greek translation from the online platform of TED (<http://www.ted.com/>). We made sure to include texts of various subjects (science, art, architecture, etc.) in order to guarantee the representativeness of the corpus.

We initially saved them in Word documents (each text of each language in separate Word document) and later we converted them into Text format. The next step was to process the corpus (tokenization, sentence splitting, alignment). We decided to use automatic tools for this process; however, some manual corrections were necessary, in order to achieve 100% accurate results.

For the alignment of the texts we used the Hunalign tool¹³. Hunalign is capable of performing sentence alignment from bilingual text input. In more detail, before doing the actual alignment, the tool tokenizes the input from both languages and splits it into sentences. Next, if the user provides a dictionary auxiliary file, hunalign will use it in combination with Gale-Church sentence length information to perform the alignment. If no dictionary is provided, then the tool will do an initial pass over the input to build a dictionary based on sentence length information and then perform a second pass using the produced dictionary to do the alignment. Finally, it produces the sequence of the aligned sentence pairs in its output along with a numerical score value that indicates the confidence score of the respective alignment.

The main advantage of hunalign is that it does the tokenization and sentence splitting automatically and therefore, it does not require any previous processing of the input texts. One important requirement, however, for the tool to produce correct alignments, is to ensure that the sentences in the two languages have the same order. If the ordering is not preserved, hunalign cannot do crossing alignments and the quality of the resulting alignment can be very low.

¹³ Available here: <http://mokk.bme.hu/resources/hunalign/>

In order to perform the alignment of the Greek and English corpora that were obtained from the TED talks website, for each pair of texts we verified the correct order of the sentences and that all sentences start with an uppercase letter and that are properly terminated. Moreover, each paragraph was separated from the others with a carriage return.

The next step was to create separate working directories for each pair of input corpora so that the tool can generate the outputs in their respective directories for easier access and cross-reference. Then, using standard Linux command-line tools, a batch script was created to search and locate input pair files in the working directories and provide them as input to hunalign. For each input pair, hunalign was executed without a dictionary and the arguments "-text" and "-realign". The first argument indicates that the output should be in text format, while the "-realign" argument instructs hunalign to perform the alignment in three phases so that the highest possible alignment quality can be achieved.

At the same time, in order to keep a record of the texts collected, we created an Excel list which included the following information: text number, English title, date of presentation, Greek title, speaker's name, translator's name, reviser's name.

We followed these steps both for the exploratory and the large-scale study. For our initial examination we have collected 20 texts (25,049 EN words/23,198 GR words). For the main research, in order to compile our corpus, we collected 200 different TED talks (including the 20 of the initial study). The dates of publication varied from February 2008 until June 2012. The total number of English words were: 360,587/ and Greek words: 342,305. therefore, the average number of words per text was: 1,805.4 for the English texts and 1,711.5 for the Greek texts.

Below we list the titles of the TED talks studied¹⁴.

Talk	English title	Speaker
1	John Hodgman Aliens, love -- where are they	John Hodgman
2	Maz Jobrani Did you hear the one about the Iranian-American	Maz Jobrani
3	Liza Donnelly: Drawing on humor for change	Liza Donnelly
4	Mitchell Joachim: Don't build your home, grow it!	Mitchell Joachim
5	Derek Sivers: Keep your goals to yourself	Derek Sivers
6	Rives: A story of mixed emoticons	Rives
7	Terry Moore: Why is 'x' the unknown?	Terry Moore
8	Joe Sabia: The technology of storytelling	Joe Sabia
9	Hannah Brencher: Love letters to strangers	Hannah Brencher
10	Angela Patton: A father-daughter dance ... in prison	Angela Patton

11	Keith Chen: Could your language affect your ability to save money?	Keith Chen
12	Shabana Basij-Rasikh: Dare to educate Afghan girls	Shabana Basij-Rasikh
13	Lee Cronin: Print your own medicine	Lee Cronin
14	Cesar Kuriyama: One second every day	Cesar Kuriyama
15	Zahra' Langhi Why Libya's revolution didn't work -- and what might	Zahra' Langh
16	Colin Powell: Kids need structure	Colin Powell
17	Janine di Giovanni: What I saw in the war	Janine di Giovanni
18	Colin Stokes: How movies teach manhood	Colin Stokes
19	Cameron Russell: Looks aren't everything. Believe me, I'm a model	Cameron Russel
20	Ellen Jorgensen: Biohacking -- you can do it, too	Ellen Jorgensen
21	Ludwick Marishane: A bath without water	Ludwick Marishane

¹⁴ See APPENDIX 2 for full list of TED talks

22	Jeff Smith: Lessons in business ... from prison	Jeff Smith
23	Steven Addis: A father-daughter bond, one photo at a time	Steven Addis
24	Don Levy: A cinematic journey through visual effects	Don Levy
25	Andy Puddicombe: All it takes is 10 mindful minutes	Andy Puddicombe
26	Jessica Green: Are we filtering the wrong microbes?	Jessica Green
27	Richard Turere: My invention that made peace with lions	Richard Turere
28	Rita Pierson: Every kid needs a champion	Rita Pierson
29	Jonas Eliasson: How to solve traffic jams	Jonas Eliasson
30	David Binder: The arts festival revolution	David Binder
31	Stephen Ritz: A teacher growing green in the South Bronx	Stephen Ritz
32	Kelly McGonigal: How to make stress your friend	Kelly McGonigal
33	Russell Foster: Why do we sleep?	Russell Foster
34	Shigeru Ban: Emergency shelters made from paper	Shigeru Ban
35	Margaret Heffernan: The dangers of "willful blindness"	Margaret Heffernan
36	Eleanor Longden: The voices in my head	Eleanor Longden
37	Jinsop Lee: Design for all 5 senses	Jinsop Lee
38	Eli Beer: The fastest ambulance? A motorcycle	Eli Beer
39	Bastian Schaefer: A 3D-printed jumbo jet?	Bastian Schaefer
40	Tania Luna: How a penny made me feel like a millionaire	Tania Luna
41	Roberto D'Angelo + Francesca Fedeli: In our baby's illness, a life lesson	Roberto D'Angelo + Francesca Fedeli
42	Bernie Krause: The voice of the natural world	Bernie Krause
43	Michael Green: Why we should build wooden skyscrapers	Michael Green
44	Charmian Gooch: Meet global corruption's hidden players	Charmian Gooch
45	Sleepy Man Banjo Boys: Bluegrass virtuosity from ... New Jersey?	Sleepy Man Banjo Boys
46	Jinha Lee: Reach into the computer and grab a pixel	Jinha Lee

47	Rodney Brooks: Robots will invade our lives	Rodney Brooks
48	Bob Mankoff: Anatomy of a New Yorker cartoon	Bob Mankoff
49	Peter Attia: Is the obesity crisis hiding a bigger problem?	Peter Attia
50	Camille Seaman: Haunting photos of polar ice	Camille Seaman
51	Paul Pholeros: How to reduce poverty? Fix homes	Paul Pholeros
52	Juliana Rotich: Meet BRCK, Internet access built for Africa	Juliana Rotich
53	George Papandreou: Imagine a European democracy without borders	George Papandreou
54	Lisa Bu: How books can open your mind	Lisa Bu
55	Judy MacDonald Johnston: Prepare for a good end of life	Judy MacDonald Johnston
56	Peter Singer: The why and how of effective altruism	Peter Singer
57	Sergey Brin: Why Google Glass?	Sergey Brin
58	Meg Jay: Why 30 is not the new 20	Meg Jay
59	Ken Robinson: How to escape education's death valley	Ken Robinson
60	John Legend: "True Colors"	John Legend
61	Geoffrey Canada: Our failing schools. Enough is enough!	Geoffrey Canada
62	Malcolm London: "High School Training Ground"	Malcolm London
63	Pearl Arredondo: My story, from gangland daughter to star teacher	Pearl Arredondo
64	Ramsey Musallam: 3 rules to spark learning	Ramsey Musallam
65	Bill Gates: Teachers need real feedback	Bill Gates
66	ShaoLan: Learn to read Chinese ... with ease!	ShaoLan
67	Juan Enriquez: Your online life, permanent as a tattoo	Juan Enriquez
68	Sebastião Salgado: The silent drama of photography	Sebastião Salgado
69	Nilofer Merchant: Got a meeting? Take a walk	Nilofer Merchant
70	David Pogue: 10 top time-saving tech tips	David Pogue
71	Jennifer Healey: If cars could talk, accidents might be avoidable	Jennifer Healey
72	Robert Gordon: The death of innovation, the end of growth	Robert Gordon
73	BLACK: My journey to yo-yo mastery	BLACK

74	Joshua Prager: In search of the man who broke my neck	Joshua Prager
75	Thomas Insel: Toward a new understanding of mental illness	Thomas Insel
76	Rose George: Let's talk crap. Seriously.	Rose George
77	Laura Snyder: The Philosophical Breakfast Club	Laura Snyder
78	Keller Rinaudo: A mini robot -- powered by your phone	Keller Rinaudo
79	Freeman Hrabowski: 4 pillars of college success in science	Freeman Hrabowski
80	Sanjay Dastoor: A skateboard, with a boost	Sanjay Dastoor
81	Kees Moeliker: How a dead duck changed my life	Kees Moeliker
82	Mark Shaw: One very dry demo	Mark Shaw
83	Eric Whitacre: A choir as big as the Internet	Eric Whitacre
84	Hyeonseo Lee: My escape from North Korea	Hyeonseo Lee
85	Elon Musk: The mind behind Tesla, SpaceX, SolarCity ...	Elon Musk
86	Catarina Mota: Play with smart materials	Catarina Mota
87	Bono: The good news on poverty (Yes, there's good news)	Bono
88	David Anderson: Your brain is more than a bag of chemicals	David Anderson
89	Dan Pallotta: The way we think about charity is dead wrong	Dan Pallotta
90	Shane Koyczan: To This Day ... for the bullied and beautiful	Shane Koyczan
91	Kakenya Ntaiya: A girl who demanded school	Kakenya Ntaiya
92	Ron Finley: A guerilla gardener in South Central LA	Ron Finley
93	Edith Widder: How we found the giant squid	Edith Widder
94	Allan Savory: How to fight desertification and reverse climate change	Allan Savory
95	Amanda Palmer: The art of asking	Amanda Palmer
96	Sugata Mitra: Build a School in the Cloud	Sugata Mitra
97	Andreas Schleicher: Use data to build better schools	Andreas Schleicher
98	Afra Raymond: Three myths about corruption	Afra Raymond

99	Miguel Nicolelis: A monkey that controls a robot with its thoughts. No, really.	Miguel Nicolelis
100	Esther Perel: The secret to desire in a long-term relationship	Esther Perel
101	James B. Glattfelder: Who controls the world?	James B. Glattfelder
102	Erik Schlangen: A "self-healing" asphalt	Erik Schlangen
103	Edi Rama: Take back your city with paint	Edi Rama
104	Tyler DeWitt: Hey science teachers -- make it fun	Tyler DeWitt
105	Fahad Al-Attiya: A country with no water	Fahad Al-Attiya
106	iO Tillet Wright: Fifty shades of gay	iO Tillet Wright
107	Mitch Resnick: Let's teach kids to code	Mitch Resnick
108	Wingham Rowan: A new kind of job market	Wingham Rowan
109	Leslie Morgan Steiner: Why domestic violence victims don't leave	Leslie Morgan Steiner
110	Steven Schwaitzberg: A universal translator for surgeons	Steven Schwaitzberg
111	Richard Weller: Could the sun be good for your heart?	Richard Weller
112	Boghuma Kabisen Titanji: Ethical riddles in HIV research	Boghuma Kabisen Titanji
113	Sue Austin: Deep sea diving ... in a wheelchair	Sue Austin
114	Jarrett J. Krosoczka: How a boy became an artist	Jarrett J. Krosoczka
115	Jonathan Haidt: How common threats can make common (political) ground	Jonathan Haidt
116	Adam Davidson: What we learned from teetering on the fiscal cliff	Adam Davidson
117	Molly Crockett: Beware neuro-bunk	Molly Crockett
118	Robin Chase: Excuse me, may I rent your car?	Robin Chase
119	Ben Saunders: Why bother leaving the house?	Ben Saunders
120	Marcus Byrne: The dance of the dung beetle	Marcus Byrne
121	Markham Nolan: How to separate fact and fiction online	Markham Nolan
122	Nina Tandon: Could tissue engineering mean personalized medicine?	Nina Tandon
123	Bobby Ghosh: Why global jihad is losing	Bobby Ghosh
124	Munir Virani: Why I love vultures	Munir Virani

125	Janine Shepherd: A broken body isn't a broken person	Janine Shepherd
126	Ernesto Sirolli: Want to help someone? Shut up and listen!	Ernesto Sirolli
127	Candy Chang: Before I die I want to...	Candy Chang
128	Louie Schwartzberg: Nature. Beauty. Gratitude.	Louie Schwartzberg
129	Daphne Bavelier: Your brain on video games	Daphne Bavelier
130	Leah Buechley: How to "sketch" with electronics	Leah Buechley
131	Arunachalam Muruganantham: How I started a sanitary napkin revolution!	Arunachalam Muruganantham
132	Julie Burstein: 4 lessons in creativity	Julie Burstein
133	Jeff Hancock: The future of lying	Jeff Hancock
134	Georgette Mulheir: The tragedy of orphanages	Georgette Mulheir
135	Jake Wood: A new mission for veterans -- disaster relief	Jake Wood
136	Matt Killingsworth: Want to be happier? Stay in the moment	Matt Killingsworth
137	Faith Jegede: What I've learned from my autistic brothers	Faith Jegede
138	Emma Teeling: The secret of the bat genome	Emma Teeling
139	Rory Stewart: Why democracy matters	Rory Stewart
140	Marco Tempest: A cyber-magic card trick like no other	Marco Tempest
141	Doris Kim Sung: Metal that breathes	Doris Kim Sung
142	David Pizarro: The strange politics of disgust	David Pizarro
143	Heather Brooke: My battle to expose government corruption	Heather Brooke
144	Beau Lotto + Amy O'Toole: Science is for everyone, kids included	Beau Lotto + Amy O'Toole
145	Eddie Obeng: Smart failure for a fast-changing world	Eddie Obeng
146	Maurizio Seracini: The secret lives of paintings	Maurizio Seracini
147	Melissa Marshall: Talk nerdy to me	Melissa Marshall
148	Ruby Wax: What's so funny about mental illness?	Ruby Wax
149	Tim Leberecht: 3 ways to (usefully) lose control of your brand	Tim Leberecht
150	Shimon Schocken: The self-organizing computer course	Shimon Schocken

151	Robert Gupta: Between music and medicine	Robert Gupta
152	Amy Cuddy: Your body language shapes who you are	Amy Cuddy
153	Vicki Arroyo: Let's prepare for our new climate	Vicki Arroyo
154	Aris Venetikidis: Making sense of maps	Aris Venetikidis
155	Bahia Shehab: A thousand times no	Bahia Shehab
156	Ben Goldacre: What doctors don't know about the drugs they prescribe	Ben Goldacre
157	Ed Gavagan: A story about knots and surgeons	Ed Gavagan
158	Bandi Mbuli: Demand a fair trade cell phone	Bandi Mbuli
159	Julian Treasure: Why architects need to use their ears	Julian Treasure
160	Sarah-Jayne Blakemore: El misterioso funcionamiento del cerebro adolescente	Sarah-Jayne Blakemore
161	Tristram Stuart: The global food waste scandal	Tristram Stuart
162	Beth Noveck: Demand a more open-source government	Beth Noveck
163	Wayne McGregor: A choreographer's creative process in real time	Wayne McGregor
164	Susan Solomon: The promise of research with stem cells	Susan Solomon
165	Leslie T. Chang: The voices of China's workers	Leslie T. Chang
166	Vikram Patel: Mental health for all by involving all	Vikram Patel
167	Scott Fraser: Why eyewitnesses get it wrong	Scott Fraser
168	Kent Larson: Brilliant designs to fit more people in every city	Kent Larson
169	Jonathan Trent: Energy from floating algae pods	Jonathan Trent
170	Antony Gormley: Sculpted space, within and without	Antony Gormley
171	Robert Neuwirth: The power of the informal economy	Robert Neuwirth
172	Rob Legato: The art of creating awe	Rob Legato
173	Timothy Prester: Design for people, not awards	Timothy Prester
174	Jon Ronson: Strange answers to the psychopath test	Jon Ronson
175	Ivan Krastev: Can democracy exist without trust?	Ivan Krastev

176	Mark Forsyth: What's a snollygoster? A short lesson in political speak	Mark Forsyth
177	Lisa Kristine: Photos that bear witness to modern slavery	Lisa Kristine
178	Pam Warhurst: How we can eat our landscapes	Pam Warhurst
179	Max Little: A test for Parkinson's with a phone call	Max Little
180	Margaret Heffernan: Dare to disagree	Margaret Heffernan
181	Scilla Elworthy: Fighting with non-violence	Scilla Elworthy
182	Becci Manson: (Re)touching lives through photos	Becci Manson
183	Daphne Koller: What we're learning from online education	Daphne Koller
184	Stephen Ritz: A teacher growing green in the South Bronx	Stephen Ritz
185	Tracy Chevalier: Finding the story inside the painting	Tracy Chevalier
186	Malte Spitz: Your phone company is watching	Malte Spitz
187	James Stavridis: A Navy Admiral's thoughts on global security	James Stavridis
188	Vinay Venkatraman : Technology crafts for the digitally underserved	Vinay Venkatraman
189	John Graham-Cumming: The greatest machine that never was	John Graham-Cumming
190	Neil Harbisson: I listen to color	Neil Harbisson
191	Matt Mills: Image recognition that triggers augmented reality	Matt Mills
192	Jamie Drummond: Let's crowdsource the world's goals	Jamie Drummond
193	mina bissell experiments that point to a new understanding of cancer	mina bissell
194	Gabriel Barcia-Colombo: Capturing memories in video art	Gabriel Barcia-Colombo
195	Todd Humphreys: How to fool a GPS	Todd Humphreys
196	Marc Goodman: A vision of crimes in the future	Marc Goodman
197	Chris Gerdes: The future race car -- 150mph, and no driver	Chris Gerdes
198	Jane McGonigal: The game that can give you 10 extra years of life	Jane McGonigal
199	Usman Riaz + Preston Reed: A young guitarist meets his hero	Usman Riaz + Preston Reed

200	Raghava KK: What's your 200-year plan?	Raghava KK
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Table 2-1 list of TED Talks

2.3.1.4 Extraction of Phraseology

Once the corpus had been collected and aligned, the next step was the extraction of phraseology. In the exploratory study we had decided to proceed to a manual extraction of the phraseological units, because the size of the corpus has not been particularly large, and we would like to ensure that we would extract the maximum number of phraseological units included in the corpus.

However, as mentioned above, we were able to collect a corpus of 360,587 words and the manual extraction was not as easy as we predicted. Therefore, we decided to examine the possibility of using of automatic extraction tools, or to combine them with manual extraction. This method would eliminate the time consuming process of manual extraction and possible human errors or omissions.

Automatic/semi-automatic extraction:

For this reason, we searched for the most appropriate tool, but it seems that a completely accurate model for this purpose has not been developed yet. For example, we have tested the tool: “contawords” (<http://contawords.iula.upf.edu/>), which, among other options, identifies combinations of words based on statistical data. Unfortunately, the results were not very satisfactory for the extraction of phraseological units:

For the 5 first texts:

TEXT	total of word combinations extracted by “contawords”	phraseological units identified by “contawords”	phraseological units extracted manually
Text 1	282	5	29
Text 2	154	7	33
Text 3	98	2	9
Text 4	71	1	2
Text 5	62	3	12

Table 2-2 Results of phraseology extraction

Therefore, and in order not to cause more delays in the process, we finally decided to employ manual extraction.

Manual Extraction

The benefit of manual extraction is that we ensure that we have included the maximum of phraseological units found in the corpus, especially in cases that the automatic models fail to identify their idiomaticity. On the other hand, the process is more time consuming, and there is always the possibility of the human error. However, the comparison with the automatic methods showed that the manual extraction gives notably more satisfactory results.

The phraseological candidates were manually identified and listed in an Excel file which includes the following information:

- 1) Number of text corresponding to each talk (we had previously numbered each talk)
- 2) English phraseological unit (with part of the context when necessary)

3) Greek translation (with part of the context when necessary)

In this first step we had collected all the phraseological candidates including multiple entries, namely the same expressions found more than once in the corpus. However, from the total of 200 texts we only extracted phraseology from 110 texts, which was sufficient for the first part of our examination (dictionary coverage and translation equivalents). We used the other 90 texts as reference material for the other research enquiries (translation, microstructure, etc.). The total number of words of the 110 talks we examined were: 178,353 (1,621.39 per text) for English and: 170,257 (1,547.79 per text) for Greek. In those 110 talks we have extracted 592 phraseological units, and in total 1,501 if we include multiple entries.

2.3.1.5 Selection of Phraseology

After collecting the phraseological candidates, we applied linguistic criteria (institutionalization, lexicogrammatical fixedness, non-compositionality, frequency) in order to decide if the phrases extracted are phraseological units or not. The decision here is not straightforward, as it is not always obvious if a combination of words is an idiom or a simple phrase. For the purposes of our study we decided not to include some expressions like *thank you* or *of course*, because these expressions appeared too many times in the corpus and their dictionary representation is sufficiently complete. It was thus not necessary to examine them further. On the other hand, we decided to include some phraseology consisting of one word, such as *nevertheless* and *goodbye*, since they share some of the characteristics of multi-word idioms. Below we list the phraseological units studied¹⁵ (592 in total):

1	ad hoc
2	along the way
3	all over (the country/the world/the city, etc.)
4	came along
5	all around (here/the world, go all around)
6	Like if
7	far away
8	as...as (fast/dark/much/old/good/many/ good/loud, etc.)
9	if you ask me
10	In addition to
11	it's all about
12	at all
13	not at all
14	fall asleep
15	walking down the aisle
16	as if (it were)
17	That wasn't being asked

18	all my/yours/her etc. life
19	all of (you/us, which, etc.)
20	How about that?
21	I went ahead
22	by accident
23	above all else
24	again and again
25	I'm afraid (that)
26	got ahold of it
27	get along together
28	act on it
29	along with
30	after all
31	we're not there yet
32	Back in (1957/the old days, etc.)
33	believe you me
34	believe it or not
35	behind your back

¹⁵ See the full phraseology list in APPENDIX 3

36	go back (let's get back to/go back in time)
37	Back then
38	give them a break
39	breaking out into a sweat
40	will break the ceiling
41	breaks me down
42	I broke the silence
43	bottling it up
44	a lot before
45	as never before
46	blown away
47	boil down to
48	had borne down (upon)
49	He's a born surgeon
50	we can't do better than this (doesn't get any better than that/it gets even better)
51	better off with
52	in the beginning (in the very beginning/at the beginning)
53	because of
54	by and large
55	getting out of the box (out-of-the-box thinking)
56	putting each other into boxes (being boxed into)
57	it's none of your business
58	at the base of
59	are in the same boat
60	why bother?
61	To be ... (honest/fair/sceptic/clear, etc.)
62	bring this up
63	best she could tell
64	cross a barrier
65	Delhi belly
66	Just between us
67	break down this wall/our barriers
68	believe me
69	Bless you
70	On the contrary
71	call back (to you)
72	call me up
73	It was a close call

74	came back to me/that
75	takes control of
76	come on
77	come up with
78	comes from
79	came (all the way) across
80	came to a decision
81	came true
82	coming out (of/of it)
83	come off
84	come what may
85	how come
86	come about it
87	for certain
88	pretty cool
89	two is company, three is a crowd
90	in this (his/ their, most, etc.) case /in the case of/in some cases
91	Case closed
92	In case
93	Choice, not chance, determines your destiny
94	in charge of
95	Check this out
96	check in with you
97	checked out
98	in contrast
99	in conclusion
100	to conclude
101	take care of (your health/obligations, etc.)
102	Be careful
103	who cares
104	makes you crazy
105	carried out by
106	it sounds crazy
107	cope with the challenges
108	press Caps Lock
109	stay in contact with
110	It's just around the corner
111	a deus ex machina
112	in his day
113	it will make your day

114	enjoy the day
115	Have a great day
116	drops out (of school)
117	That's a big deal/ What's the big deal?/not a big deal, etc.
118	all you have to do is
119	dead stop
120	no doubt (that)
121	by default
122	raising a lot of dust
123	deal with (deal with it)
124	has to do with
125	do-it-yourself
126	It drives me nuts /crazy
127	I feel/am dead inside
128	It depends on
129	It won't make a dent
130	Despite the (success, etc.)
131	live out their dreams
132	talk dirty
133	in detail
134	opens the doors to
135	drop dead
136	before our eyes
137	even though
138	even if
139	Even worse
140	even worse
141	to ease you off into
142	early to bed, early to rise makes a man healthy, wealthy and wise
143	In my experience
144	each and every one of them
145	to an extent
146	In effect
147	on the edge
148	be keeping a very close eye on/ keep his eyes on me
149	oddly enough
150	Enough is enough
151	without blinking an eye
152	batted an eyelash
153	end up

154	at/in the end
155	By the end of
156	except for
157	Why/How on Earth
158	In fact
159	famous for 15 minutes/my one minute of fame
160	I'm fine
161	to figure out
162	So far
163	as far as (it can go/we possibly could, etc.)
164	as far as (I was concerned/I could tell, etc.)
165	far longer
166	In the first place
167	freaked (me) out
168	in front of his eyes
169	in front of
170	pay up front
171	find out
172	have fun
173	making a little bit fun of
174	fade away
175	firing away with
176	they gave women a foot in the door of science
177	It's gone in and out of fashion
178	apart/aside from the fact that
179	first of all
180	at first
181	fast forward
182	There was fire in that belly
183	I'm on fire
184	Let's face it
185	hit me in the center/face
186	in the face of
187	This didn't fit the bill
188	One size fits all
189	fit me in to
190	Fair enough
191	full force
192	for free
193	oh my God

194	God bless you
195	God forbid
196	help me God
197	get through this
198	didn't get the memo
199	living off the grid
200	Got it (right)
201	Good afternoon
202	Goodbye
203	for good
204	I will carry that to my grave
205	grow up
206	If kids grow kale, kids eat kale
207	my reach will exceed my grasp
208	change gears
209	The goat becomes the hero
210	go after
211	give away
212	gets away
213	we went down
214	They take it for granted
215	Get over it
216	contract/bridge that gap
217	going in
218	Get out of here
219	gave up (on me)
220	give it up for (him/that)
221	go through
222	get off
223	Get on with it
224	given that
225	in general
226	Here we go/ here goes my theory
227	geek out
228	Go for it
229	guess what?
230	my goodness gracious
231	Oh my goodness
232	At/on the one hand
233	at/on the other hand
234	by hand

235	in hand
236	washed his hands of
237	with our own hands
238	hand-me-down books
239	Big hand for her
240	hands down
241	raised a hand to
242	with all my heart
243	at the heart of
244	What should you take home from all of this?
245	hold in their hands
246	have a great (day, weekend, etc.)
247	We have such a hard time
248	here we have it
249	going through your head
250	gave me a lot of hope
251	to get off the hook
252	I'll give you a hint
253	hang out with
254	hurts like hell
255	The hell with you
256	Hell no
257	pops her head in
258	butt heads
259	It's such an honor for us
260	What's happening (here)?
261	how hard can it be?
262	huff and puff
263	the idea is
264	I had no idea that/how etc.
265	you get the idea
266	you come across/up this idea
267	Ignorance is bliss
268	the tip of an iceberg
269	instead of
270	jumping up and down
271	You know
272	as you know
273	I'm just kidding/I'm not kidding/Are you kidding me?
274	kill himself
275	It kills me

276	kick you out of the nest
277	lo and behold
278	out loud
279	Let me tell you something/a story, let's start with
280	so long as
281	listen up
282	in so long
283	in the long/short term
284	no longer
285	live happily ever after
286	at least/at the very least
287	not least
288	Last but not least
289	let alone
290	let you down
291	Look at that
292	take a look at
293	look that up
294	look out
295	What would that system look like?
296	fall in (crazy) love with
297	the last thing I wanted to do
298	draw the line
299	cross the line
300	made love with
301	following the food pyramid to the letter
302	Let's see
303	let go
304	at an extreme level
305	took her to a new level
306	The light never goes out
307	come to light
308	later on
309	make my living from
310	length and breadth of
311	lingo jargon mumbo jumbo
312	No Loo, No I Do
313	Money never sleeps
314	Nice to meet you
315	more and more
316	More to come

317	more than anybody on Earth
318	the less/more ..., the less/more
319	even more
320	make sure (that)
321	most importantly
322	At that/this very moment
323	we're really creating a moment
324	change my mind (about)
325	keep/bear in mind (that)
326	stick in your mind
327	to meet this challenge/target/criteria, etc.
328	Move out
329	no matter what/why/how/where, etc.
330	In/within a matter of seconds/hours, etc.
331	move away (from)
332	by no means/by all means
333	I mean
334	meant so much to him
335	in the middle of
336	made (out/up) of
337	For me/to me,
338	Don't mess with me
339	make no mistake
340	we're in the midst of
341	The good news is that
342	by now
343	nail this science down
344	nonetheless
345	for nothing
346	like your worst nightmare
347	get their nose out of joint
348	out of nowhere
349	you name it
350	in need
351	Nevertheless
352	once more
353	Once upon a time
354	at once
355	in my opinion
356	of your own

357	In order (for me/you/us, etc) to / in order to
358	over a decade/year, etc.
359	over and over (and over)
360	out of a/all the
361	not one of them
362	on and on
363	that it's at odds with
364	Oh ho ho!
365	I'm okay with that
366	on my own
367	once again
368	sí se puede
369	there's no point
370	at this/some point
371	What is the point?
372	from the/a point of view (of)
373	point out (to)
374	get to the point
375	per day
376	The perpetrator becomes the victim
377	pay attention to
378	have been in play
379	pan out
380	In particular
381	the last/only person on Earth
382	make it personal
383	in peace
384	pick (me/you/them, etc.) up
385	pick off
386	put up with
387	In the past
388	put together
389	I'm pouring myself into
390	on a par with that of
391	For the most part
392	the best part is
393	per se
394	on purpose
395	It is a pity
396	in public
397	prior to

398	from a (different, etc) perspective
399	to tackle these problems
400	the question is
401	I'm out of the question
402	there's no question about it
403	somewhere over the rainbow
404	get rid of
405	run out of time
406	run the show
407	as a result (of)
408	All right
409	right now
410	That's right
411	Romeo and Juliet stuff
412	for some/whatever/no (apparent) reason
413	play a (massive/important, etc/.) role
414	rat people out
415	in this respect
416	With respect to
417	ripped off
418	in response to
419	we had a rough go of it
420	all of a sudden
421	You see
422	make sense
423	for goodness/God's sake
424	so do I/you/they, etc.
425	in a sense/in the sense of
426	slow down
427	for sure/ to know for sure
428	step back
429	shows up
430	I'm putting the bake sale to shame
431	spread around
432	speak up
433	Soon after
434	swat it away
435	it's not rocket science
436	settle down
437	shut down
438	shut up

439	I shut myself off
440	one step at a time
441	we screw it up
442	as soon as
443	state-of-the-art
444	started out
445	for a start
446	twenty/thirty/forty, etc. something
447	(and) so on (and so on/forth)
448	some sort of/all sorts of
449	simple as that
450	needless to say
451	let's say
452	stand up for
453	make me/you/us, etc. sick
454	as such
455	it's not going to come as any surprise for me
456	spring to life
457	set them free
458	get stuck in
459	on the surface
460	spring into action
461	see you (later)
462	sets the stage
463	by my side
464	from our side
465	There's a flip side
466	is a different/longer/same, etc. story
467	(this ain't) no shit
468	sine qua non
469	or so
470	in spite of
471	ever since then
472	I'm sorry
473	for yourself
474	so-and-sos
475	and stuff
476	side by side
477	twice a day
478	turn away
479	in turn

480	turn out (to be/that)
481	turn (something/someone) into
482	do not tell me
483	walking the tightrope
484	In terms of
485	me/you, etc. too
486	too graphic to be shown
487	take place
488	at the same time
489	all the time
490	waste (of) time
491	spend (some/an awful lot of/my) time (with/in)
492	in time
493	turn off
494	turns me off
495	turn myself off
496	I turn on the lights
497	turn (me/myself) on
498	at the turn of
499	turn around
500	turned on and off
501	turns red with rage
502	I have a thing for
503	throw it away
504	take on
505	to track down
506	at all times
507	get in touch
508	at the top (of)
509	giving it a try
510	at the/that time
511	taking a long time
512	in my/his, etc. spare time
513	by the time
514	killing time
515	many times
516	it's time for
517	the (next) thing is
518	amongst other things
519	(if/when) you think about it/that
520	take over

521	a thousand times no/yes, etc.
522	pulling the trigger
523	lost in translation
524	threw in the towel
525	keep you on track
526	they're just on this track
527	the truth is
528	the tale of woe
529	cross a threshold
530	think small
531	to our shock/surprise, etc.
532	tune into
533	take it from me/you, etc.
534	take a terrible toll on
535	take on
536	under stress
537	it's not up to me to say
538	under the pressure of
539	I didn't understand a word of it
540	it takes an understanding that
541	under the table
542	make use of
543	get used to it
544	(to be) under control
545	as usual
546	up till now/to the end, etc.
547	Merry Valentine's
548	in vain
549	what if
550	whether or not
551	as well (as)
552	is what it is
553	Well done!
554	it's no wonder (that)
555	if you will
556	wake (it) up
557	things almost didn't work out

558	by the way
559	watch out
560	Wind down
561	this whole time
562	as a whole
563	we're getting into even deeper waters
564	In other words
565	in her words
566	without a word
567	Is it worth their while?
568	all the while
569	something's wrong here
570	going wrong
571	wiped out
572	there is no way (that)
573	what's going on (here)?
574	whatever it is
575	whatever the hell
576	It gets worse
577	worst of all
578	all the way to
579	wear out
580	in a/some/that/many/the same/any, etc. way
581	do well together
582	(my second child) on the way
583	the other way
584	It is not without challenge
585	whipping boy
586	wrote me off
587	walled off from
588	What's wrong?
589	we've come a long way
590	waxes and wanes
591	and yet
592	yet to be

Table 2-3 Phraseology list

After selecting the phraseology to be studied, we incorporated it in an Excel list¹⁶, which consisted of the following columns: number of source text, number of expression¹⁷, expression in English, expression in Greek, the phraseology category, and the translation strategy used. At the next stages we added more columns, as we will describe below.

2.3.2 Data analysis

The next step in our research was the analysis of the data collected in the parallel corpus, which includes the categorization of phraseological units, as well as the identification of the translation type used in each case

2.3.2.1 Categorization of Phraseology

At this stage we proceeded to categorizing the phraseological units according to their type. As we mentioned in previous chapters, the issue of taxonomy is rather complicated and of course there is no perfect classification. For methodological reasons we based our classification in the taxonomy proposed by Rosamund Moon (1998) and divided them into three basic categories:

Anomalous collocations, which include ill-formed collocations, cranberry collocations, defective collocations and phraseological collocations; (for example *in addition to, as...as*)

Formulae, which include simple formulae, sayings, proverbs and similes; (for example *oh my God, you know*)

Metaphors, which include transparent metaphors, semi-transparent metaphors and opaque metaphors. (for example *it drives me nuts, to get off the book*)

Apart from the categories proposed by Moon, we also added the **phrasal verbs** (for example *come up with, give up*), which we had initially decided not to include. Indeed, in the exploratory study we did not collect or examine any phrasal verb. Phrasal verbs, of course have their own particularities, but the reason we decided to include them is their high frequency in the corpus, as well as the fact that they are highly metaphor-based, thus it would be very interesting to study their representation in the dictionaries.

This part of the taxonomy proved rather difficult because of the overlapping among the categories. The divisions between the categories are not very clear; so many times a phraseological unit could be classified to more than one group. For example, the expression *at the same time*: it was not clear if it is a simple formula or an anomalous collocation. In these ambiguous cases, we decided to select only one of the categories, instead of multiple categorization. This method would facilitate better the finalization of our analysis. We selected the phraseological category based on the taxonomy of other dictionaries we consulted, or based on our own intuition about which category we believed was the most salient for each phraseological unit. For example, in the case of *at the same time*, we believed that the function of anomalous collocation is more salient than the formula function. In cases where it was not

¹⁶ See a sample of the excel list in the paragraph 2.5 of the present chapter and the full version in the accompanying CD-ROM.

¹⁷ This column was added later. Once the list was complete, we organized the findings in alphabetical order, based on the salient word of each expression. So the numbering of the phraseology list was: A_1, A_2...F_1, F_2, etc. In some cases, where some expressions are very similar (for example A_6 like if / A_16 as if) we mention both numbering in the column, so that we can keep a track of such similarities. The multiple entries have all the same number.

possible to decide upon a more salient function, we concluded to an arbitrary selection. This step made clear the difficulty in phraseological classification, which is not an exclusive problem of this study, rather than a general challenge for linguists and lexicographers. Despite our compromising approach, the very nature of this problem remains unsolved. However, the main purpose of the study is to see how phraseology is represented in bilingual dictionaries, not to classify phraseology on its own.

We used the Excel file created in the previous step, where we filled the column of the phraseology category of each expression. We only used the three general categories and not the sub-categories (ill-formed collocations, proverbs etc.), as it was not necessary or useful in practical terms for our examination at this stage of the research (given also the fact that the divisions among the sub-categories are not always well-defined). More specifically, from the 592 phraseological units we examined, 167 were anomalous collocations, 107 formulae, 214 metaphors and 104 phrasal verbs.

2.3.2.2 Identification of translation strategy

In order to analyze the translation equivalents, we identified the translation techniques used in each case by the translator. Based on the translation strategies proposed by various theorists (Baker: 1992, Vinay and Dalbarnet: 1958, Svensen: 1993) we categorized the techniques used as following:

Equivalence: (same meaning – same form) even though it is difficult to have perfect equivalence, we marked as “equivalence” the cases where the translator uses an idiom of the target language with the same meaning as the one of the original phrase;

Paraphrase: (same meaning – different form) when the translator transfers the meaning, but uses a lexeme in the TL which is not idiomatic;

Literal Translation: (different meaning-same form) when the translator uses parallel lexemes in the TL, but the meaning is not the same and the final result lacks functionality;

Omission: when the translator totally omits the phraseological unit;

Compensation: in cases where something in the source language is not translatable and the translator does not provide an equivalent translation (as described above) in the first place, but compensates later by introducing a new element in order to give the same impact as the original text; and,

Mistranslation: when the translator provides a wrong translation.

We used the same Excel document created in the previous stages to add the type of translation in the corresponding column¹⁸.

2.4 Bilingual dictionaries

After extracting the phraseological units from the corpus, our next task was to examine their lexicographic representation. More specifically, we used four general purpose English-Greek dictionaries, two paper editions, and one electronic online dictionary. For the exploratory study

¹⁸ For further details about the translation strategies, see the Translation Chapter, paragraph 8.2.2.

we used only the paper editions, while for the large-scale study we also examined the online dictionary.

The main criteria for selecting the dictionaries were their overall satisfactory quality, the adequate amount of information they provide and their popularity in terms of usage. For this reason, the selected dictionaries are three of the most commonly used in Greek market; they have been carefully edited and provide a variety of information, especially in the field of phraseology. The above characteristics are essential for our research, as we wanted to assess the best existing dictionaries and provide solutions according to these standards.

Paper editions:

1. Oxford English-Greek Learner's Dictionary (D. N. Stavropoulos & A. S. Hornby)
2. Collins English-Greek Dictionary

These are two of the most popular dictionaries for the English-Greek language pair. They have been created by two publishing houses (Collins & Oxford) with long lexicographic traditions. The two dictionaries were based on the monolingual English versions and additionally, Collins edition has used monolingual corpora. The entries are rich of information (grammar, pronunciation, usage, examples) and they include phraseological units.

Electronic (online) edition:

WordReference English-Greek Dictionary (<https://www.wordreference.com/>)

It is a fact that there are not many options for electronic and online dictionaries for the language pair English-Greek. Most of the existing editions are of poor quality, since they just provide a list of translation equivalents, without any other notes (for grammar, usage etc.), sense division, example of use, while they the representation of phraseology is limited to the minimum. The specific dictionary selected for our research, provides a satisfactory amount of information and includes phraseological units. In addition, the online platform of the dictionary has free access and its interface is very friendly to the user.

Users:

Considering the relatively low demand for this language pair in comparison with other language pairs such as English-Spanish or English-French, the dictionaries are both for encoding and decoding use, which means that they are used both by native speakers of L1 and L2. Thus, even though the main target group of English-Greek dictionaries is Greek speakers learning English as a foreign language, these works can also be used by English speakers learning Greek. Of course, it is also likely to be used by a speaker of a third language (e.g. Russian or Chinese speakers trying to learn Greek). Given the fact that lexicography of Greek market focuses on the most popular languages like English, French, Spanish or German, it is rather difficult to find a good bilingual dictionary of another – less popular- language. For this reason – as mentioned above - an English-Greek dictionary might be used as an intermediate resource between user's native language and Greek.

2.4.1 Data collection

Once we decided upon which dictionaries we are going to examine, we proceeded to retrieve the linguistic information. More specifically, we collected information about:

- 1) Dictionary coverage: what is the percentage of the presence of the phraseological units collected in the dictionaries?
- 2) Accessibility: where can we find the phraseology in the dictionaries? Under which entry are they lemmatized and which is their position within the dictionary article?
- 3) Variety: which variant forms are included in the dictionaries?
- 4) Equivalent: which is the translation proposed by the lexicographer?
- 5) More info: taxonomy, meaning, register, grammar, pragmatic connotations: which other info in terms of grammar, pragmatics, register, etc. are offered by the dictionaries?
- 6) Examples: which examples of usage are given and for which phrases?

EXPLORATORY STUDY:

In the exploratory study –which was limited in a small number of texts and phrases – we examined only the dictionary coverage, as well as the translation equivalents of the phraseological units.

LARGE-SCALE STUDY:

As the initial results showed a poor phraseological coverage, we decided to extend the study to a larger sample of phraseological units which we collected from an extended corpus. Based on this corpus, we firstly examined the dictionary coverage of the phraseology extracted for a deeper examination of their representation at the levels of microstructure and macrostructure (position, translation, grammar, register, variety, examples of usage etc.). The data at this stage were saved in the same Excel list as in previous steps.

2.4.2 Data analysis

After collecting all the necessary information, we carried out a comparative analysis of the findings both in terms of macrostructure and microstructure. This analysis allowed us to compare the dictionaries with each other and to examine if the information retrieved from the corpus is represented in their lemmas.

2.4.2.1 Macrostructure

Firstly – both the exploratory and in the larger-scale study - we examined if the expressions found in the corpus are included or not. This information can give us the percentage of coverage and help us to assess the efficiency of the dictionaries. We also performed statistical analysis based on each phraseological category to discover which one is more under-represented in each dictionary¹⁹.

However, we should note that our results should not be limited to quantitative criteria, but we also have to consider the qualitative aspects. We should keep in mind the user's needs and consider the fact that it is not possible or useful to include all the idiomatic expressions of a word in a bilingual dictionary, especially in a paper edition, where the limitation of space restricts the lexicographic options. However, by identifying which categories are under-represented we could make conclusions on the impact of their absence in the overall quality of the dictionaries.

¹⁹ However, we should note here that these results can only be general in nature because, as said before, the classification into a particular phraseological category is not always crystal clear.

For this reason, we compared our findings with other data, such as their frequency both in our corpus and in other monolingual corpora, as well as their presence (or absence) in monolingual dictionaries.

Using the Excel list of the previous steps, we marked “yes” – in case the expression is included - or “no” – in case it is not included - at the column of each dictionary. We also added a column with drop list options, in order to insert the information about the morphological and semantical variety of phraseology, which we will use to compare the data of the corpus with the dictionary findings. This list included the following options:

- 1) Same form/meaning: where the expression of the dictionary had the same morphological form and the same meaning as in the corpus
- 2) Different form/same meaning: when the dictionary provides a variant form, which is different than the corpus. For example, we cannot see the phrase: *stops dead in her tracks*, which we found in the corpus, but only the idiom: *stop dead*.
- 3) Different meaning/same form: when one expression is included, but not with the same meaning as in the corpus: we can find the idiom: *at the bottom*, but only in its literal meaning (at the lowest part - στο κάτω μέρος) and not in the metaphorical meaning as used in the text (deeply – κατά βάθος).

These three options applied for the cases where the dictionary contained the phraseology. On the other hand, there was the last option which was referred to the cases where the expressions were not included:

- 4) Similar form/meaning: when the dictionary provides a similar – but not exactly the same – expression. For example, we cannot find the idiom: *need to take time to*, but we can find the phrase: *take your time*. In these cases, even though the expression provided by the dictionary is similar, it is not certain that the user will be able to understand it and use it properly.

At this point, we also recorded was the word under which each idiom was lemmatized. This information will be used in the subsequent steps of our research where the level of phraseological accessibility in paper dictionaries will be examined.

2.4.2.2 Microstructure

The next steps of our research included a further analysis of the lexicographical treatment of phraseology. More specifically, we investigated what kind of information the dictionaries provide in the microstructure of their entries, in comparison with the data we have from our corpus. We examined a sample of phrases (from each category) and analyzed various aspects of their representation in the dictionaries: taxonomy, meaning, register, grammar, pragmatic correlations, position, examples of usage, variation in terms of grammar, syntax and morphology and finally we emphasized on the translation equivalents proposed.

These results were compared with the information we collected from the corpus and other resources (monolingual corpora/dictionaries, idiom dictionaries, etc.) in order to evaluate the phraseological representation and to study to which extent this information can be used by the

lexicographer in order to solve the various problems and improve the overall quality of the dictionary.

Identification and visualization of phraseology:

As we have seen before there is a huge linguistic debate regarding the taxonomy of multi-word units. We examined how the dictionary is dealing with this, by comparing how the dictionaries categorize the idioms and also the level of consistency they show compared with their introductory notes and with various linguistic theories.

Grammatical and syntactic Information:

We examined a number of expressions in order to verify if they include adequate information about the grammar and the syntax of phraseology. Here we compared again our findings with the information collected by the corpus in order to verify, if the latter can provide valuable input regarding the grammatical features of phraseology. We also used other resources, such as monolingual dictionaries, grammar handbooks and monolingual corpora.

Information on Usage:

As idioms are used both in written and oral speech, and in various contexts, they might be used in several registers (formal, informal, colloquial etc.). At this stage, our aim was to examine the information of dictionaries regarding the usage of phraseology. Firstly, we compared the usage labels of a sample of phraseological units with the instructions given in the introductory notes of each dictionary in order to verify the consistency of the lexicographers. On the other hand, we used examples from the parallel corpus in order to verify if in actual language use the phraseological units are used in the same level of language, or in the same context. We also used other resources such as monolingual dictionaries and corpora.

Illustrative examples:

At this step our aim was to assess the efficacy of the examples of usage proposed by the lexicographers. For this purpose, we examined some examples given by the dictionary and we compared them with some phrases taken from the corpus. We focused on the language naturalness, on grammatical and contextual features, which make the examples representative and therefore helpful for the user to understand the meaning, the context and the actual use of each phrase. We also tried to carry out a quantitative analysis by verifying how many phraseological entries include examples, having in mind the restrictions of bilingual dictionaries, and mainly the paper editions.

Translation Equivalents:

One of the focal points of our research is the translation of phraseology. Once we collected the relevant information, we compared the translation strategy of the corpus translators with the equivalents proposed by the lexicographers. The indication for the overall good quality of the parallel corpus is the high percentage of the equivalent-type translations. When this percentage is higher than the one of the dictionary, it means that the corpus could be a good resource for the lexicographer. In the exploratory study, we examined all the phraseological units collected, in order to verify the initial hypothesis, namely that the translated corpus can provide better translation equivalents which can be used by bilingual dictionaries. In the large-scale, we focused on specific categories of phraseological units, such as phrasal verbs, metaphor-based phraseology, expressions linked with pragmatic correlations, anomalous collocations etc.

Additionally, our examination included some other topics, such as the issues of variety, meaning and pragmatic information. However, these topics will not be presented as separate sections; rather, they will be incorporated in the above-mentioned chapters.

Variety:

As we mentioned in previous chapters, one of the main characteristics of phraseological units is their variation in terms of morphology, grammatical or syntactic characteristics. Therefore, we have examined, in different stages of our research, the variant forms of phraseological units as proposed by the dictionaries in comparison with the corpus findings, as well as in other resources (monolingual corpora, monolingual dictionaries, etc.). This would help us make conclusions about the adequate description of the dictionaries and decide if the parallel corpus can be a good resource for the lexicographer as regards to the phraseological variation.

Pragmatic Information:

One of the main characteristics of phraseology is their strong cultural bonds, as they illustrate the mentality of people who use them. Many times a phraseological unit is connected with specific characteristics of the culture, which probably the dictionary user is not familiar with. Therefore, throughout our research, we examined various expressions which are linked to specific pragmatic correlations, in order to verify what kind of cultural information is offered by the lexicographer. Keeping in mind the restrictions of a bilingual dictionary, we compared the information of the dictionary with the corpus findings, and also with monolingual dictionaries.

Meaning:

As we have observed, many phraseological units can be polysemous, or their meaning can change over time. For this reason, we have examined the semantic variation of the phraseology found in our corpus in comparison with their lexicographic representation. This would allow us to verify if the various semantic characteristics of phraseology - as depicted in actual language use - are illustrated in the dictionaries

Accessibility:

Another important lexicographical issue regarding phraseological representation is the accessibility of phraseology both in macrostructure and in the microstructure of the bilingual dictionaries. As we have seen in previous chapters, one of the main questions for the lexicographer is to decide where to lemmatize the idiomatic expression and thus, it would be very interesting to identify the approach of these dictionaries on this subject and their level of consistency.

As mentioned above, in the first steps of our dictionary examination we recorded the lemma under which each phrase is included. We then examined the position of a sample of phraseological units within the dictionary article. Based on this information and taking into account the relevant bibliography on the subject, as well as the introductory notes of each dictionary (if any), the next step was to analyze and evaluate the strategy of each dictionary. More specifically, we initially aimed to determine if their strategy is helpful for the user and if a given dictionary is consistent throughout. Nevertheless, due to time limitations we were not able to realize this part and therefore we did not proceed to further analysis on this subject. Given the fact that the contemporary lexicography leans towards electronic editions, the matter of accessibility is changing and in the future may be a relatively minor issue. This topic can be further developed in future research.

2.6 Research Limitations

We have already mentioned some of the restrictions of our research. One of the main problems was the poor resources for parallel corpora for the English-Greek language pair, compared to other more popular language pairs. In general, all the reference material on this language pair are rather limited, and this is something that made our research more complicated. Another challenging issue we had to deal with was the limited development of satisfactory tools of phraseology processing, such as automatic extraction. This problem caused delays in our progress, as we had to test the tools and finally settled on manual processing. Finally, the factor of time has limited some of the initial research ambitions., but nevertheless our study accomplishes its main initial objectives.

2.7 Chapter Summary

In order to determine the quality of the phraseology representation in bilingual English–Greek Dictionaries we carried out a corpus-based approach creating a parallel corpus of translated TED talks, from which we extracted some phraseology. We started with an exploratory study using a small amount of linguistic data and then we extended our research to a larger corpus for a more detailed examination of phraseology. Once the corpus data were selected and classified we used them in order to examine their description in two English-Greek dictionaries. More specifically, we examined issues of dictionary coverage, position, translation equivalence, and information provided regarding grammar, register etc., as well as examples of usage. This examination - considering the research limitations as described above – has led to some conclusions which can contribute to providing solutions for the improvement of the Greek–English dictionaries, as well as the bilingual dictionaries in general.

3 PHRASEOLOGICAL COVERAGE

3.1 Chapter Introduction

One of the main questions of the present thesis is the phraseological coverage of the English – Greek dictionaries. We consider that a general bilingual dictionary of good quality should include the maximum phraseological units as possible, which would provide adequate information to the user, both native and non-native Greek speakers. In this chapter we study the percentage of phraseology which is included in the main bilingual dictionaries. We discuss some theoretical aspects of this issue, we examine phraseological inclusion in both our initial and large-scale studies, and we propose solutions for improvement.

3.2 Theoretical background

One of the first decisions a lexicographer has to make is what to include in the dictionary and what to leave out. The selection of the proper lemmas will have an effect to the overall quality of the dictionary and the expectations of the users. According to Starko (2006), there are various parameters that can influence the decision of the lexicographer related to the selection of phraseology to be included in the dictionary:

1. “The varying theoretical approaches to the defining of the scope and essence of phraseology”. As we have already mentioned in previous chapters, there is no consensus on the taxonomy or the terminology used for phraseology, and as it has been noted various times by scholars (see Moon 1998), the approach of theory can be different than the approach taken by practical lexicography.
2. “Dictionary types”. Depending on the type of dictionary (monolingual/bilingual, of general use/specialized, synchronic/diachronic, etc.) the lexicographer will decide on what is appropriate to include in it.
3. “Possible uses of the information presented in the dictionary”, such as encoding/decoding, language learning, translation, linguistic research, etc. This factor can have an effect on the choice of the lexicographer.
4. “Expectations of the users”, which has to do with the general tradition of the dictionaries of the same type available to the users group. The lexicographer should take into account this aspect and provide a dictionary of equal quality.
5. “the state of affairs in lexicography in the targeted geographical area”, where the lexicographers should take into consideration the gaps of the existing dictionaries in the selection of their entries. Rundell (2015) adds in this list the factor of space. “Space limitations require dictionary-makers to be selective about what they include”. However, as he mentions, this parameter does not have the same weight in online dictionaries, as the unlimited available space, make the inclusion policies more flexible.

Landau (2001: 202-205) discusses the issue of criteria for deciding whether to include new words or new senses in a dictionary or not. According to him, if lexicographers have at their disposal large and well balanced corpora, then “they can get a fairly good statistical idea of the relative frequency of any particular word or group of words” (Landau 2001:205). In addition to frequency, one has to take into consideration also the context where a word or an expression is most frequent. As Landau mentions: “if we are preparing a general dictionary, we want to be

assured that the use of the word is not confined to a narrow specialty, so we will check to see that it is used in a variety of sources.” (Landau 2001:203). On the other hand, Landau (2001:204-205) points out the danger of including a new word that can become obsolete in a very short period of time. Many times, the corpus might present a word or expression of very high frequency, but this might be connected with the specific trends of the time (fad or vogue words). These words usually have to do with technology or other social or cultural aspects, and due to the high speed of changes in the specific fields, the words (or expressions) might soon lose their frequency. In these cases, it seems that the lexicographers mainly base themselves on their intuition, as Landau admits, it can be nothing more than a “guess”. As Rundell (2015) points out, this is something that has changed in the digital era. He mentions the example of Oxford Dictionaries website, where they question the traditional criteria for longevity of a word: “it used to be the case that the new term had to be used over a period of two or three years before we could consider adding it to a print dictionary. In today’s digital age, the situation has changed (<http://www.oxforddictionaries.com/words/how-do-new-words-enter-oxford-dictionaries>)”.

3.2.1 Criteria

It is generally agreed by scholars that phraseology is underrepresented in bilingual dictionaries. In order to improve their presence, lexicographers should establish clear and consistent criteria about the inclusion of phraseology in the dictionary. Taking into considerations the above-mentioned factors, there are various criteria on which lexicographers can rely on before making a decision.

3.2.1.1 Theoretical considerations

One of the first considerations of the dictionary-makers is if a set of words is actually phraseology or not. This is an issue that has been discussed in other chapters of this thesis. As there is no homogeneity in the theoretical approaches about the criteria used to define a phraseological unit, the final decision of lexicographer becomes more complicated. For example, in our corpus we found some strings of words, for which we had doubts if they should be considered to be phraseology or not (*jump up and down, all my life, I am kidding, feel dead inside*, etc.). Therefore, the lexicographers should first decide if they consider the expression to display non-compositional semantics, so that it could be candidate to be included in the dictionary. Of course, many of these examples are of high frequency, but this should not be the only criterion for characterizing them as a phraseological unit. The consideration of the various theoretical proposals on the issue, as well as the implementation of consistent criteria, and at the same time personal intuition can help the dictionary makers to decide about the idiomaticity of a phrase.

3.2.1.2 Frequency

After the first filter has been applied, then one of the most important and generally used criteria for inclusion is frequency. Of course, corpus evidence is nowadays the main tool of the lexicographers. A balanced corpus of appropriate size and representation can provide generally safe indications about the frequency of use for an expression. This criterion is very important. The more frequent the expression is in the corpus, the more possible it is for a user to look it up in a dictionary. Therefore, users would expect to find it in a bilingual dictionary. But as we mentioned before, it cannot be the only criteria applied, as many times it can be misleading (for

example, vogue words/expressions can yield distorted results). It should be combined with other parameters as well.

Other criteria for inclusion or exclusion of phraseology are the following:

3.2.1.3 Currency

Dictionaries, unless they have a historic purpose, tend not to include obsolete words or phrases (e.g. expressions such as *push up daisies*, *put up your dukes*, etc. *would not be included*). And generally, if they do so, they include a usage note to inform the user. Given the limited space lexicographers traditionally have had to work with, they try to include as much as contemporary language as possible. In order to decide about currency, they rely on corpora and other tools (such as n-grams: <https://books.google.com/ngrams>). On the other hand, they should avoid ephemeral phrases or phraseology. As we mentioned before, some words have a tendency to have very prominent usage for a very short period of time - usually technological or other fashion words/expressions (*all your base are belong to us*²¹) - and they quickly disappear from everyday vocabulary. As lexicographers do not want their dictionary to include a word or expression that will become obsolete after a couple of years or less, because the shelflife of dictionaries is long, they should make sure that the usage of a specific neologism has the tendency to survive in language usage.

3.2.1.4 Register

Depending on the profile of the dictionary and its users, the lexicographers filter their lemmas according to their stylistic status. For example, they tend to avoid the extremely offensive, taboo or slang words and phraseology (e.g. *what the fuck*, although frequent in certain style of English, is typically not listed in a bilingual dictionary). This does not mean that they do not include any of these categories, but they apply limitations to the amount of these elements, especially for a general-purpose dictionary.

3.2.1.5 Geographical or social distribution

Dictionary makers have to take decisions on where they need to limit their lemmas in terms of geographical or social language distribution. Should they include only the standard language or include dialects, or language of a specific social group as well? In the case of English dictionaries, they must decide if they will include American English, British English, Australian English, etc. Another element they must consider is if they will include words and phrases from other languages (such as the French expressions *au courant*, *au contraire*, *crème de la crème*, Italian *al dente*, etc.), and to what extent. Finally, the words or phrases that are limited to a specific social group or thematic domain (such as *final whistle* from football or *habeas corpus* from law,) comprise a category that the lexicographers should make a decision on whether they want to include or not. In the case of a bilingual dictionary, lexicographers should have in mind the usefulness for readers. How probable would it be for them to look up these kinds of words/expressions in an English-Greek dictionary? The criterion of frequency could be a good guide for this decision.

²¹ https://en.wikipedia.org/wiki/All_your_base_are_belong_to_us

3.2.1.6 Language usage

Normally dictionaries include some technical language, but due to the dictionary purpose, as well as the space restrictions, they usually try to limit the amount of these elements and prioritize words and phraseology from the general language. Even large monolingual dictionaries are geared towards general language and not technical language, which is usually dealt with in terminological dictionaries.

3.2.1.7 Translation

For bilingual dictionaries, lexicographers should take into account the specific peculiarities of the translation of the original expression. If the meaning is not straightforward, perhaps because there is a specific cultural gap between the two languages and/or metaphorical sense extension of one of the words, then it is very useful for the user to be able to find these words/expressions in the dictionary (for example, the expressions *fire in the belly* or *long in the tooth* cannot be literally translated into Greek, therefore their inclusion in the dictionary is necessary).

3.3 Dictionary examination

In this section of the thesis, we aim to study the percentage of phraseology which is included in the main bilingual dictionaries. To carry out this study, we used a sample of phraseology collected from TED talks to investigate which expressions are found in the dictionaries and which are not. As stated in previous chapters, we consider that the sample of expressions collected by a corpus such as TED talks is representative of both written and spoken language. It includes expressions of everyday life, in a register appropriate for a published dictionary. We thus assume that these expressions would be possible for the average user to look up in a dictionary. Therefore, we can expect, as a general rule, that the quality of a dictionary can be improved as the percentage of coverage of the specific phraseological sample is increased.

3.3.1 Our analysis

The chart below shows our approach in the examination of phraseology in the three dictionaries, based on the corpus findings:

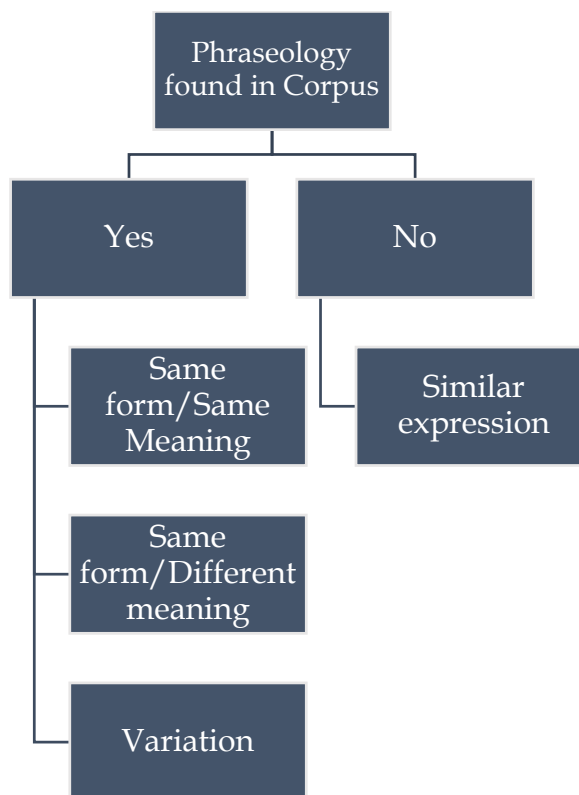


Figure 3-1 Phraseology examination

Firstly, we marked if an expression is included the dictionary or not, then we marked the cases where it included a similar expression. If it was included, then we noted if it appeared in the same form and with the same meaning as the expression in the corpus, if it has the same form but a different meaning and finally, if it appeared in a variant form (variation).

3.3.2 Initial Results

In order to determine the feasibility of the project, we conducted a small-scale study in which we examined a small sample of phraseology in the two paper dictionaries, Oxford and Collins. Most specifically, our corpus consisted of 30 TED talks with their translation into Greek. The total number of English words is 35.503 (average 1183.43 words per text) and the total of Greek words is 33.033 (average 1101.1 words per text). We used a sample of 98 phraseological units extracted from the corpus, and we examined in if these two dictionaries include them or not.

Here is the list of the 98 phraseological units of the preliminary study:

1	on the border of
2	Fast forward
3	are on the verge of
4	for good
5	fly straight
6	where this is going, where I'm going etc.

7	What's going on?
8	she stops dead in her tracks
9	digging deeper into
10	take this nice and easy/slow
11	a long way back
12	perform at our very best

13	flipped my life upside down
14	hit the bottle
15	spend so little time
16	take our foot off the gas
17	before we know it, before I blink my eyes
18	step back, take a step back
19	had something to do with
20	have no idea
21	case closed
22	let someone go
23	you're on a roll
24	sucks all the life out of you
25	at the bottom
26	feel like it
27	You betcha
28	other way around
29	Change my mind
30	thumbed through it
31	in their wake
32	brought us all together
33	play an essential role
34	takes this all to a whole new level
35	come into its own
36	Case in point
37	late seventies
38	making fun of a child
39	Once upon a time
40	one laugh at a time
41	I need to take time to to
42	Say it out loud
43	come to the conclusion
44	come to my senses
45	taking turns
46	In turn
47	with open arms
48	his doors are always open
49	you're missing the point here
50	Don't get me wrong
51	something is going wrong
52	I didn't get the memo
53	he gives a bad name to

54	took credit
55	win some, lose some
56	made their way to
57	They're on their way to
58	are the next in line
59	Top of the line
60	And on top of all
61	I found my place
62	I can break the little glass ceiling of
63	I can't help it
64	you can take a second/ a few seconds
65	have kept your mouth shut
66	kick my ass
67	well done
68	do well
69	put his foot down
70	to fold to the conventions
71	got completely sucker-punched in the face by depression
72	will never again need to flip back her hair
73	I wish he'd get off my back
74	It was off and running
75	They were dressed to the nines
76	to rise to the occasion
77	in their Sunday best
78	Putting technology in the hands of
79	you ain't seen nothin' yet
80	There was no question that
81	I dream big
88	Beam me up, Scotty
83	bridge that gap
84	back in the day
85	not be that person
86	at ease
87	act it out
88	And then I went into geology, "rocks for jocks"
89	you got it
90	lo and behold
91	the key to success
92	broke my heart
93	little yellow brick road
94	caught on and caught fire

95	we will start a movement
96	try to meet that bar
97	It's out of your control

98	coming down the road
----	----------------------

Table 3-1 Phraseology list of preliminary study

The table below shows the phraseological coverage of the two dictionaries:

PHRASEOLOGY	Oxford		Collins	
INCLUDED	50	51.02%	46	46.94%
NOT INCLUDED	48	48.98%	52	53.06%
TOTAL	98	100%	98	100%

Table 3-2 Phraseology coverage in Oxford and Collins - preliminary study

As we can see from the table above, the Oxford dictionary does not include 48 out of 98 phraseological units found in the corpus, which is 48.98%, while the Collins dictionary does not include 52 expressions, which represents 53.06%. These numbers of exclusion are rather high: almost half of the expressions examined cannot be found in the dictionaries. We also observed that even if some of the phraseology is absent, we could find similar expressions, and in some cases, even when we found an expression in one of the dictionaries it might appear in a variant form or with different meaning than the expression found in the corpus.

In the table below, we show the overall findings in the two dictionaries:

DICTIONARY	NOT INCLUDED	SIMILAR EXPRESSION	INCLUDED	SAME FORM/SAME MEANING	VARIATION	DIFFERENT MEANING
Oxford	48	5	50	42	7	1
Collins	52	3	46	33	7	6

Table 3-3 Overall findings – preliminary study

As we can observe from the table above, the Oxford dictionary even though it does not include 48 phraseological units, it contains 5 similar – but not exactly the same – expressions. For example, we cannot find the idiom: *need to take time to*, but we can find the phrase: *take your time*. In these cases, even though the expression provided by the dictionary is similar, it is not certain that the user will be able to understand it and use it properly. On the other hand, from the 50 phraseological units that are included, 42 have the same form and meaning as in corpus, and 7 are included in a variant form. For example, we were unable to find the phrase *stops dead in her tracks*, which we found in the corpus, but only the idiom *stop dead*. Finally, one expression is included, but not with the same meaning as in the corpus: we found the expression *at the bottom*, but only with its literal meaning (στο κάτω μέρος) and not with the metaphorical meaning as used in the text (deeply - καταβάθος). Likewise, in Collins dictionary, for 3 out of the 53 phraseological units that are not included, we can find a similar expression, while from the 46 that are included, 33 of them have the same form and meaning as in corpus, 7 of them are given in a variant form and 6 with a different meaning.

This exploratory examination was the first step of a larger study of corpus-based lexicographical representation of phraseology. More specifically, we used a small amount of data in order to see if interesting conclusions were possible and to examine and assess the suggested methodology. Our first results showed that the corpora can provide useful information about idiomatic

expressions which are not included in the dictionaries we examined. One of the important results was the rather low coverage of idiomatic expressions in the two dictionaries in comparison to our corpus findings. Before rushing to conclusions, we should keep in mind the small size of our corpus, thus the limited sample of phraseological units we examined. However, the very low percentage of dictionary coverage has given an indication about the quality of the dictionaries in terms of phraseological representation and further research seems to be necessary. Another interesting point of these first results of our study is the fact that the corpus revealed the variation of phraseological units. A significant number of the idioms we extracted from the corpus appeared in a different form than the canonical form given by the dictionaries. The lexicographical challenge is therefore to examine how this variation could be better represented in bilingual dictionaries.

Given the findings presented above, we proceeded to a larger-scale study in order to verify the results in a larger amount of data and be able to make safe conclusions about the representation of phraseology in the bilingual English-Greek lexicography. The larger study included a higher volume of texts, from which we will extract bigger amount of phraseology, but we will also expand our research to digital dictionaries as well.

3.3.3 Large-scale study

For the larger-scale study, we used a corpus of 110 TED talks with their translation into Greek (listed in Chapter 2 and in Appendix 2). Each talk is translated and revised by a different person, while the names of the translator and the reviser are published. This practice provides a certain guarantee of the quality of the translations, as we will verify in our examination as well. The total number of English words is 178,353 (average 1,621.39 words per text) and the total of Greek words is 170,257 (average 1,547.79 words per text). From these texts we extracted 592 phraseological units, which were divided in the following categories: anomalous collocations, formulae, metaphors and phrasal verbs (listed in Chapter 2 and in Appendix 3). We have proceeded to examination of these phraseology to three main dictionaries: paper editions, Oxford and Collins, and the electronic dictionary, WordReference.

We consider that our study would be more complete if we included an electronic dictionary, as lexicography today leans towards this direction. As we mentioned in previous chapters, the resources of electronic dictionaries in language pair English-Greek are quite limited and inadequate, while the paper editions are widely used and they generally have an adequate quality. Nevertheless, WordReference dictionary provides a satisfactory amount of information, including many phraseological units. In addition, the online platform of the dictionary has free access and its interface is very friendly to the user.

3.3.3.1 Total coverage

As we have mentioned earlier, we firstly examined if the phraseology is included in each one of the dictionaries. The table below shows the results:

PHRASEOLOGY	Oxford		Collins		WordReference	
INCLUDED	396	66.89%	352	59.46%	420	70.95%
NOT INCLUDED	196	33.11%	240	40.54%	172	29.05%
TOTAL	592	100%	592	100%	592	100%

Table 3-4 Total phraseological coverage in the three dictionaries

By examining the table above, we first notice that the percentages of coverage have been increased in comparison with our preliminary study. On the other hand, the electronic dictionary - which we had not included in the preliminary study - has the highest percentage of the three.

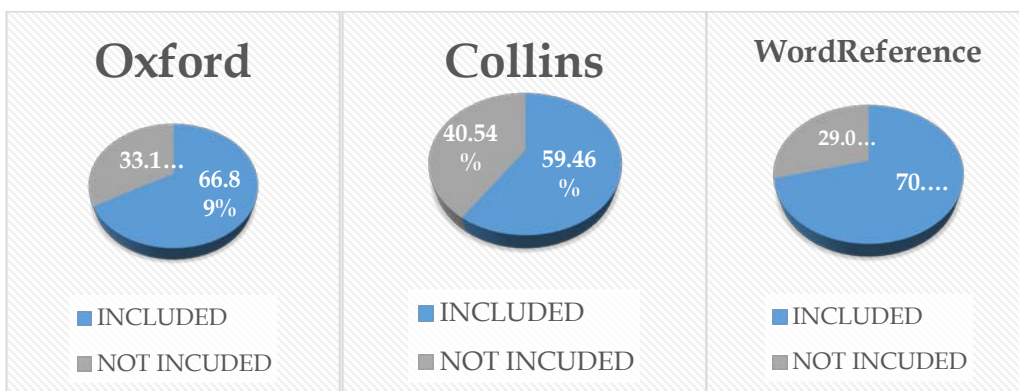


Figure 3-2 Phraseological coverage by dictionary

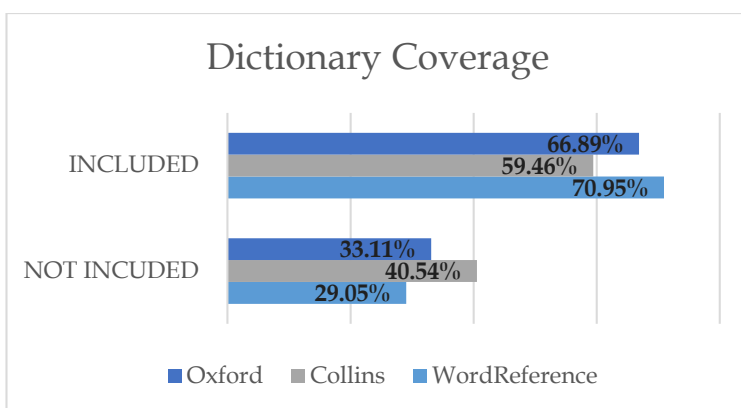


Figure 3-3 Dictionary coverage

As we can see, WordReference presents the highest percentage of coverage, which is 70.95%. Oxford is in second place, with 66.89% of inclusion, and finally Collins has the lowest percentage, which is 59.46%. We consider that it is not extraordinary that the electronic version has the highest percentage of inclusion. First of all, there is no limitation on space, so the lexicographer has the privilege of including a large number of phraseological units without worrying about selecting only those that are most important, frequent, etc. On the other hand,

it is an online dictionary, which can be updated at any time, and the editors can add more phraseology if needed. Indeed, during our research, we noticed that even though we could not find some expressions in the first steps of our research, they were added later on the website. Finally, it seems that the dictionary is based on monolingual dictionaries, where we usually can find more phraseology than in a bilingual dictionary. On the other hand, we notice that from the paper editions, Collins has the lowest percentage of coverage, even though the size of the dictionary is similar to that of Oxford.

The total percentage of phraseological inclusion, even though it is higher than our initial results, remains rather low for the standards of a good bilingual dictionary. Of course, we should note that the percentage of WordReference is not very low and it certainly has the perspective of getting higher, in contrast to the paper editions where changes are very slow and have immense cost for the publishers, as they can be continuously updated and completed with new information. Nevertheless, we have to evaluate the kind of phraseology missing, in order to have a clear idea of the quality of the information offered (or not offered) in the three dictionaries.

As we have mentioned before, there are some factors that restrict the decision of lexicographer for the inclusion of the information. Space limitation is the main parameter in paper editions. Lexicographers must answer a number of questions before deciding whether to include an expression or not: Is it frequent? Is it used in current language? Is it used in general language? This means that from all the phraseology available, lexicographers have difficult decisions to take. Based on the corpus findings, we assume that the phraseology extracted generally meet the criteria mentioned above for dictionary inclusion, therefore, we can consider them good candidates for inclusion in bilingual English-Greek dictionaries of general language. Of course, we do not expect to find all of them in the dictionaries examined—given the limitations mentioned above—however, we have noticed the absence of much important phraseology that one would expect to find. Below, we list some of these cases:

Discourse function

A number of phraseological expressions excluded from the dictionaries have a special discursual function. In this category the idiomaticity of the phraseological units refer mainly to their role in the discourse. They are used in written and oral speech in specific contexts and they usually have particular grammatical and syntactic behavior. Their translation is often idiomatic as well, as they are not translated word by word in all languages. Below, we demonstrate some examples from this category that were not included in the dictionaries examined:

Phraseological units	Oxford	Collins	WordReference
enough is enough	Not included	Not included	Not included
why bother	Not included	Include variant form: <i>don't bother</i>	Not included
it's all about	Not included	Not included	Not included
Like if	Not included	Not included	Not included
if you will	Not included	Not included	Included
in this respect	Not included	Included	Included
per se	Not included	Not included	Included
Even worse	Not included	Included	Included
Let's see	Not included	Not included	Included

Table 3-5 Examples of phraseology with special discursual function

The specific expressions shown in the table above are very frequent in English. They have particular grammatical and syntactic function, they are used in specific contexts to connect various sentences and their translation in Greek is not literal. Therefore, we consider that their absence has a negative impact on the quality of information offered by the dictionaries. Even if the users know the meaning of these expressions, they need more information about their usage and possibly about their translation. For example:

✓ **enough is enough**

TED Parallel EN-GR Corpus:

*Geoffrey Canada: Our failing schools. **Enough is enough!***

*Those of us in education have held on to a business plan that we don't care how many millions of young people fail we're going to continue to do the same thing that didn't work and nobody is getting crazy about it -- right? -- enough to say "**Enough is enough.**"*

*Τζέφρυ Κάναντα: Τα σχολεία μας αποτυγχάνουν. **Φτάνει πια!***

*Γιατί δεν το έχουμε ρυθμίσει αυτό; Εμείς στην εκπαίδευση έχουμε διατηρήσει ένα επιχειρηματικό σχέδιο που δεν μας ενδιαφέρει πόσα εκατομμύρια νέοι θα αποτύχουν θα συνεχίσουμε να κάνουμε το ίδιο πράγμα που δε λειτουργεί και κανείς δεν τρελαίνεται για αυτό -- έτσι; -- αρκετά ώστε να πει "**Φτάνει πια!**"*

This expression is very frequent in everyday language and it is likely for a user to look it up in a dictionary. In fact, after a search in the Web Corpus of Sketch Engine (<https://the.sketchengine.co.uk/>) we encountered the expression 14,922 times. In addition, if we check in monolinguals dictionaries, the expression is included: for example in Cambridge online dictionary²². Therefore, we believe it should be included in a bilingual English-Greek dictionary.

✓ **all about**

TED Parallel EN-GR Corpus::

*I think that video exposes so much of what's intrinsic to us as teachers in ways that help us learn and help us understand and then help our broader communities understand what this complex work is really **all about**.*

*When we asked students what counts for success in mathematics, students in North America would typically tell us, you know, **it's all about talent**.*

*The driving force behind this project is my colleague Shmulik London and you see just like Salman did about 90 years ago the trick is to surround yourself with brilliant people because at the end **it's all about people**.*

*Cities are **all about people**.*

*Πιστεύω ότι το βίντεο εκθέτει πολλά από αυτά που αποτελούν μια εσωτερική διαδικασία για μας τους δασκάλους μ'έναν τρόπο που μας βοηθά να μάθουμε και να κατανοήσουμε και κατόπιν να βοηθήσουμε την ευρύτερη κοινότητα να καταλάβει **τι ακριβώς περιλαμβάνει** αυτή η πολύπλοκη διαδικασία.*

*Όταν ρωτήσαμε τους μαθητές τι μετρά για την επιτυχία στα μαθηματικά, οι μαθητές της Βόρειας Αμερικής θα μας έλεγαν τυπικά, ξέρετε, **είναι όλα θέμα ταλέντου**.*

*Η κινήτρια δύναμη αυτού του εγχειρήματος είναι ο συνεργάτης μου Σμουλικ Λόντον και βλέπετε όπως έκανε ο Σάλμαν πριν από περίπου 90 χρόνια το κόλπο είναι να περιβάλλεις τον εαυτό σου με εξαιρετικούς ανθρώπους γιατί στο τέλος **οι άνθρωποι μετράνε**.*

*Οι πόλεις **σχετίζονται με τους ανθρώπους***

²² <http://dictionary.cambridge.org/dictionary/english/enough?q=enough+is+enough>

And that's really **what this is all about**.

Now I know **all about rejection** because when I quit -- actually I was booted out of -- psychology school and decided to become a cartoonist a natural segue from 1974 to 1977 I submitted 2000 cartoons to *The New Yorker* and got 2000 cartoons rejected by *The New Yorker*.

And that's what these are for in case you've been wondering because most people assume that meditation **is all about stopping** thoughts getting rid of emotions somehow controlling the mind but actually it's quite different from that.

Κι εδώ *στηρίζεται όλο αυτό*

Ξέρω το αίσθημα της απόρριψης γιατί όταν παράτησα στην πραγματικότητα αποβλήθηκα από τη σχολή ψυχολογίας και αποφάσισα να γίνω καρτοονίστας μια φυσική μετάβαση από το 1974 μέχρι το 1977 υπέβαλλα 2.000 καρτούν στο Νιου Γιόρκερ και 2000 καρτούν απορρίφθηκαν από το Νιου Γιόρκερ.

Να γιατί κρατάω αυτά, σε περίπτωση που αναρωτιέστε, επειδή οι περισσότεροι άνθρωποι υποθέτουν πως διαλογισμός σημαίνει διακοπή των σκέψεων, απαλλαγή από συναίσθηματα ή έλεγχος του νου αλλά στην πραγματικότητα δεν είναι έτσι.

It is evident that even in our small corpus, we have found this expression many times. In Web Corpus of Sketch Engine (<https://the.sketchengine.co.uk/>) we found it 805,211 times. This is an indication of an important phraseological unit, which should be included in a dictionary. We notice in our parallel corpus that it is not translated into Greek by a unique expression, but each time s translated in a different way. It too presents a specific grammatical behavior (i.e. *all about*+noun). These peculiarities can lead us to the conclusion that it would be useful for the bilingual English-Greek dictionary to include this phraseology, so that the user will receive the specific information.

Cultural connotations

Some of the phraseology missing in the dictionaries has strong connections to cultural elements. These expressions might not always be very frequent, however, the main problem is that the user cannot understand their meaning without a previous knowledge of the context and the pragmatic background, while on the other hand their translation is problematic due to the lack of coincidence between the two cultures (and consequently between the two languages). Below we demonstrate some of these expressions examined:

Phraseological units	Oxford	Collins	WordReference
the tale of woe	Not included	Not included	Not included
a deus ex machina	Not included	Not included	Not included
Romeo and Juliet stuff	Not included	Not included	Not included
"sí se puede"	Not included	Not included	Not included
"Money never sleeps"	Not included	Not included	Not included
No Loo, No I Do	Not included	Not included	Not included
Delhi belly	Not included	Not included	Not included

Table 3-6 Examples of phraseology with specific cultural connotations

The expressions we have collected here are connected to a specific cultural element. Given the fact that we have found them in the corpus we assume that even if there are not very frequent, it is possible to find them in an ordinary text of everyday language. Indeed, after a quick look in the Web Corpus of Sketch Engine (<https://the.sketchengine.co.uk/>), we have found these expressions to be reasonably frequent. The hits in Google searches were also high (see numbers in the table below).

Phraseological units	Sketch Engine	Google search
the tale of woe	206	413,000
deus ex machina	3,409	16,600,000
Romeo and Juliet stuff	3 (as “Romeo and Juliet” 14,284)	2,040 (as “Romeo and Juliet” 18,500,000)
sí se puede	507	53,100,000
Money never sleeps	583	426,000
No Loo, No I Do	0	1,170
Delhi belly	878	434,000

Table 3-7 Sketch Engine and Google search for cultural marked phraseology

Based on these numbers, it is reasonable to expect a bilingual dictionary to include these expressions. However, some limitations for such inclusions must be taken into account. For example, the expression: *No Loo, No I Do* has very low frequency (in the Web Corpus of Sketch Engine it has zero hits). It refers to a particular campaign made in India about the demand of brides to have a bathroom in their future husbands’ house. Indeed, the specific TED talk from where we extracted the phrase was referring to this campaign. Even though it has become a slogan, it is limited to the specific context, it is not widely used; therefore, we do not consider it a good candidate to be included in a general English-Greek dictionary. On the contrary, the motto *sí se puede*, even though it originated in the United Farm Workers’ rallies, during 1972 in Phoenix, Arizona it had been widely adopted as a slogan by other labor unions and civil rights organizations during various protests, even though it is a loan from another language (Spanish). Given also the high frequency on which we encounter it, we believe that the it could be a good candidate to be included in an English-Greek dictionary. In this list we also include the phrase *Money never sleeps*. We have found in a very high frequency, but it is mainly referred to the 1987 movie “Wall Street: Money Never Sleeps”. It might also be used as a saying, but we believe that the specific usage is very rare, and we might not even consider it as a phraseological unit at all – let alone include it in a bilingual dictionary.

Opaque meaning

Much of the phraseology excluded from the dictionary has opaque meaning. In this category, the phraseological units have a metaphorical meaning, which cannot be extracted from the meaning of each word of the string. Therefore, the user cannot assume the meaning of the expression by looking up the meaning of each word in the dictionary. Of course, in these kinds of expressions, the translation is also idiomatic, which means that we cannot translate it word-by-word. All these parameters, in combination with the high frequency of the usage of such expressions, lead us to the conclusion that their absence from a bilingual dictionary indicates an important lack of information. In the table below we list some examples of this category:

Phraseological units	Oxford	Collins	WordReference
Give me a break	Included	Included	Not included
Break out into a sweat	Not included (include similar expression: <i>break out in</i>)	Not included (include similar expression: <i>break out in</i>)	Not included (include similar expression: <i>break out in</i>)
make a dent	Not included	Not included	Not included
the tip of the iceberg	Not included	Included	Not included
fire in the belly	Not included	Not included	Not included
One size fits all	Not included	Not included	Not included

walk down the aisle	Not included	Not included	Included in different meaning (literal)
get into deep waters	Not included	Not included	Not included
talk dirty	Not included	Not included	Included
(without) blinking an eye	Not included	Not included	Not included

Table 3-8 Examples of phraseology with opaque meaning

We can notice that these phraseological units have a rather opaque meaning, and at the same time they are frequent in language usage. It would be very possible for the users to look them up in a bilingual dictionary and their absence is an indication of poor coverage. For example:

✓ **the tip of the iceberg**

TED Parallel EN-GR Corpus:

*But the dropout crisis is just **the tip of an iceberg**.*

Αλλά η κρίση αυτή είναι μόνο η κορυφή του παγόβουνου.

*Oh and that's not even **the tip of the iceberg**.*

Κι αυτή δεν είναι καν η κορυφή του παγόβουνου.

We have encountered the specific phraseological unit in the Web Corpus of Sketch Engine (<https://the.sketchengine.co.uk/>) 19,969 times. Even though the metaphor of the expression is relatively transparent and its translation into Greek is literal, it is still very important to be included in the dictionary, as non-native Greek speakers should receive the information about this analogy. However, from the three dictionaries, only Collins includes it, where Oxford and WordReference do not.

✓ **(without) blinking an eye**

TED Parallel EN-GR Corpus:

*When the country cares about something we'll spend a trillion dollars **without blinking an eye**.*

*Όταν η χώρα ενδιαφέρεται για κάτι θα ξοδέψουμε ένα τρις δολάρια **χωρίς να το σκεφτούμε**.*

*he looks at them and then **in a blink of an eye** he kneels down in front of them and he starts to say*

*τους κοιτάει και τότε **εν ριπή οφθαλμού** γονατίζει μπροστά τους και αρχίζει να λέει*

*It was off and running **before I could even blink my eyes** but even if I could have slowed down those girls I wouldn't have*

*Ξεκίνησε αμέσως, **δίχως να το καταλάβω**, ακόμη κι αν μπορούσα να εμποδίσω τα κορίτσια δεν θα το έκανα*

The expression *(without) blinking an eye* has an opaque meaning and it is not sure that the non-native English speaker can assume the meaning from the individual words of the string. In addition, its translation is not straightforward and as we can see in our bilingual corpus, it can be translated by various ways. We have already encountered the expression 3 times in our small corpus, and in the Web Corpus of Sketch Engine (<https://the.sketchengine.co.uk/>) we have found it 2.201 times, which indicates a relatively high frequency of use. For these reasons, we consider that it would be useful for the users if it would be included in a bilingual dictionary.

✓ walk down the aisle

TED Parallel EN-GR Corpus:

*But grabbing whoever you're living with or sleeping with when everyone on Facebook starts **walking down the aisle** is not progress.*

*Αλλά το να αρπάζεις τον οποιονδήποτε με τον οποίο τυχάνει να κοιμάσαι ή να σιζείς τη στιγμή που όλοι στο Facebook αρχίζουν να **νοικοκυρεύονται** δεν είναι πρόοδος.*

The expression *walk down the aisle* has a very high frequency of use. In our corpus we have found it only once, but in the Web Corpus of Sketch Engine (<https://the.sketchengine.co.uk/>) we have encountered it 11,814 times. The problem with this expression is that it has both literal (literally walk down an aisle) and metaphorical meaning (get married). Of course, for a bilingual dictionary, the second sense is the most important, and it is this element that can create confusion to a non-native English speaker regarding its meaning and its translation. From the three dictionaries, we only find the expression in WordReference, but they actually include the non-metaphorical sense. Nevertheless, we consider essential for the dictionaries to include also the metaphorical meaning, so that they will be able to provide more information to the users.

Sayings

Another category of phraseological units that is poorly represented in the bilingual dictionaries are sayings or proverbs. Sayings are a subcategory of the formulae. They have didactic function and are often metaphorically-based. As we cannot always find the same saying in two languages—even though it is often possible—non-native speakers might not understand their meaning, while the native speakers might not be able to translate them to the other language. In the table below, we show some examples:

Phraseological units	Oxford	Collins	WordReference
early to bed, early to rise makes a man healthy, wealthy and wise	Not included	Not included	Not included
two is company, three is a crowd	Not included	Not included	Not included
choice, not chance, determines your destiny	Not included	Not included	Not included

Table 3-9 Examples of sayings

We can notice that none of these sayings are included in the three dictionaries. We examined them both in Web Corpus of Sketch Engine (<https://the.sketchengine.co.uk/>), as well as in Google and the results are the following:

Phraseological units	Sketch Engine	Google search
early to bed, early to rise makes a man healthy, wealthy and wise	50	69,700 (as: <i>early to bed</i> , <i>early to rise</i> : 365,000)
two is company, three is a crowd	121	17,900
choice, not chance, determines your destiny	1	25,600

Table 3-10 Sketch Engine and Google search for sayings

We notice that in Sketch Engine their frequency is not very high. The most frequent is the *two is company, three is a crowd*, which, on the contrary, has the lowest frequency in Google search. The second most frequent is the saying *early to bed, early to rise makes a man healthy, wealthy and wise*, which shows the highest frequency in Google. More specifically, if we search by the shortest

version *early to bed, early to rise*, then the hints reach 365,000. Based on indicators we can suggest that these phraseological units should be included in the dictionaries, as it is highly possible for a user to look them up. Besides, none of them have a literal translation into Greek, so the reader would find it very useful to be able to find this information in the dictionary. On the contrary the saying *choice, not chance, determines your destiny*, has very low frequency in the Sketch Engine Corpus (only one hint) and a relatively higher in the Google search (25,600). This specific saying has the same translation in Greek (which is not extraordinary at all, as it originates from ancient Greek, and most specifically from the famous Aristotle's quote: *επιλογή και όχι τύχη καθορίζει το πεπρωμένο σου*) and its meaning is very transparent. In this case, and for reasons of space economy, we consider that the inclusion of the phraseology is not necessary.

3.3.3.2 Comparison with preliminary results

At this point, we believe it would be useful to proceed to a comparison of the initial results of phraseological coverage with the results of the second phase of the study in which we used an extended amount of data. Of course, the comparison is done only for the paper editions, as we had not studied the electronic version in the first stage of the research. The chart below illustrates the percentages of the phraseology included and not included in Oxford and in Collins dictionary in both stages. Oxford_1 and Collins_1 refer to the initial study, while Oxford_2 and Collins_2 represent the results of the extended study.



Figure 3-4 Comparison of coverage results with preliminary study

We notice that, generally, the percentages of inclusion are higher in the extended study than in the initial results (+15.87% in Oxford and +12.52% in Collins). Respectively, the phraseology not covered in the dictionaries is lower in the second phase than in the first part of the research (-15.87% in Oxford and -12.52% in Collins). This means that the initial sample we used was not completely representative, while on the other hand in the larger-scale study, where we had a much larger corpus, and a larger sample of phraseology to examine, the final results have a higher accuracy. However, the difference is not that high, and the percentage of the phraseological coverage of the second part of the study are still low. As a result, we believe that the final results have confirmed the initial study and the hypothesis that the phraseology is underrepresented in English-Greek bilingual dictionaries.

3.3.3.3 Overall results

In the table below, we show the overall results of our research:

DICTIONARY	NOT INCLUDED	SIMILAR EXPRESSION	INCLUDED	SAME FORM/SAME MEANING	VARIATION	DIFFERENT MEANING
Oxford	196	38	396	310	50	36
Collins	240	36	352	272	52	28
WR	172	25	420	346	43	31

Table 3-11 Overall results

In the table below, we show the percentage of the expressions not covered in the dictionaries.

DICTIONARY	NOT INCLUDED	INCLUDES SIMILAR EXPRESSION	DOES NOT INCLUDE SIMILAR EXPRESSION
Oxford	196	38	158 (80.61%)
Collins	240	36	204 (85%)
WordReference	172	25	147 (85.47%)

Table 3-12 Percentage of the expressions not covered in the dictionaries

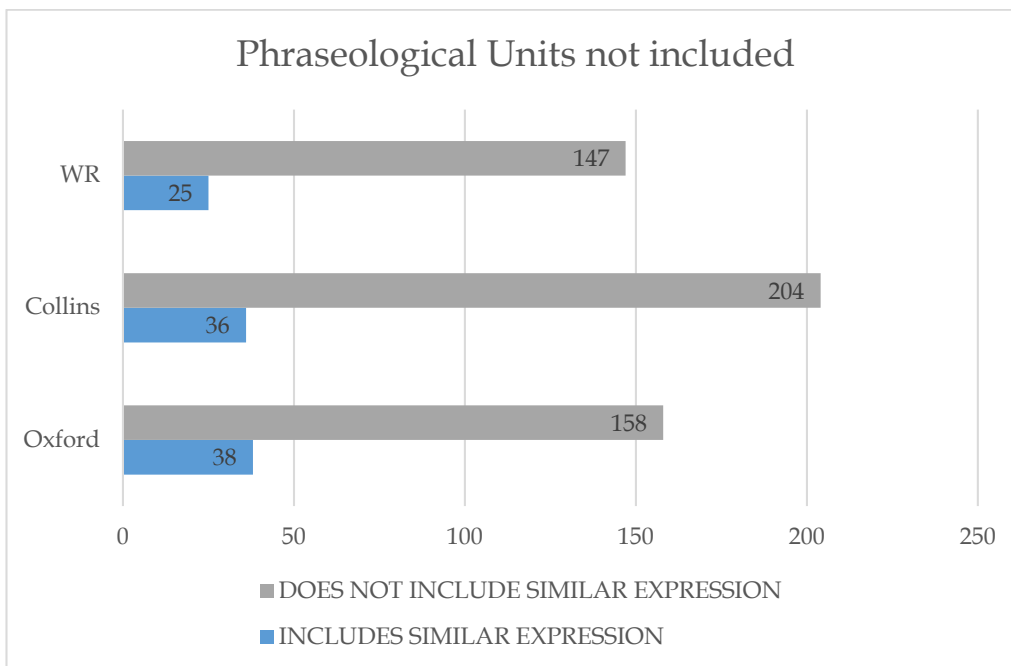


Figure 3-5 Phraseology not included in the dictionaries

In the table below, we show the percentage of the expressions covered in the dictionaries.

DICTIONARY	INCLUDED	SAME FORM/SAME MEANING		VARIATION		DIFFERENT MEANING	
		Count	Percentage	Count	Percentage	Count	Percentage
Oxford	396	310	78.28%	50	12.63%	36	9.09%
Collins	352	272	77.27%	52	14.77%	28	7.96%
WordReference	420	346	82.38%	43	10.24%	31	7.38%

Table 3-13 percentage of the expressions covered in the dictionaries

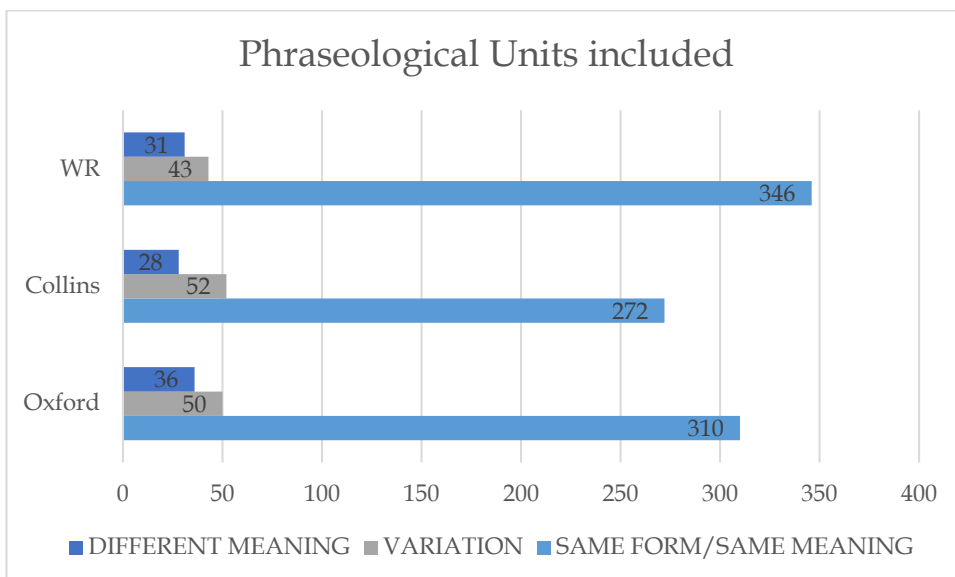


Figure 3-6 Phraseology included in the dictionaries

3.3.3.4 By type of phraseology

In the table below we show the overall results various by types of phraseology in each dictionary:

Oxford:

OXFORD	NOT INCLUDED	INCLUDE SIMILAR EXPRESSION	INCLUDED	INCLUDES SAME FORM/MEANING	INCLUDED IN VARIATION	INCLUDED WITH DIFFERENT MEANING
Anomalous Collocations	39	9	128	110	15	3
Formulae	56	9	51	41	10	0
metaphors	89	17	124	85	24	15
Phrasal verbs	11	3	93	74	1	18

Figure 3-7 Overall results by type of phraseology – Oxford

Collins:

COLLINS	NOT INCLUDED	INCLUDE SIMILAR EXPRESSION	INCLUDED	INCLUDES SAME FORM/MEANING	INCLUDED IN VARIATION	INCLUDED WITH DIFFERENT MEANING
Anomalous Collocations	52	7	115	99	15	1
Formulae	57	7	50	38	12	0
metaphors	120	20	95	69	20	6
Phrasal verbs	12	2	92	66	5	21

Table 3-14 Overall results by type of phraseology – Collins

WordReference:

WordReference	NOT INCLUDED	INCLUDE SIMILAR EXPRESSION	INCLUDED	INCLUDES SAME FORM/MEANING	INCLUDED IN VARIATION	INCLUDED WITH DIFFERENT MEANING
Anomalous Collocations	38	10	129	117	11	1
Formulae	42	4	65	56	8	1
metaphors	85	9	129	94	22	13
Phrasal verbs	7	2	97	79	2	16

Table 3-15 Overall results by type of phraseology – WordReference

In the table below we illustrate the percentages of each phraseological category:

Anomalous Collocations (*in addition to, by accident, all over, etc.*):

DICTIONARY	NOT INCLUDED	INCLUDES SIMILAR EXPRESSION		DOES NOT INCLUDE SIMILAR EXPRESSION	
Oxford	39	9	23.08%	30	76.92%
Collins	52	7	13.46%	45	86.54%
WordReference	38	10	26.32%	28	73.68%

Table 3-16 Coverage of anomalous collocations

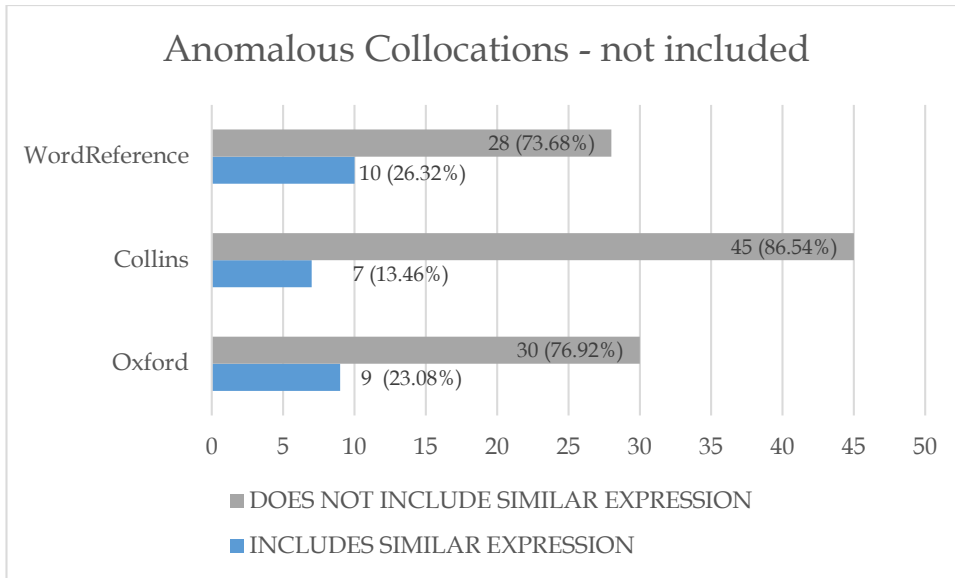


Figure 3-8 Anomalous collocations – not included

For the category of anomalous collocations that are not included in the dictionaries, Oxford and WordReference dictionaries present almost the same percentage (23.08% and 26.32% respectively) of similar expressions (compared to the phraseology extracted from the corpus). Collins has a slightly lower percentage (13.46%).

DICTIONARY	INCLUDE D	SAME FORM/SAME MEANING		VARIATION		DIFFERENT MEANING	
		Count	Percentage	Count	Percentage	Count	Percentage
Oxford	128	110	85.94%	15	11.72%	3	2.34%
Collins	115	99	86.09%	15	13.04%	1	0.87%
WordReference	129	117	90.7%	11	8.53%	1	0.77%

Table 3-17 Anomalous collocations – included

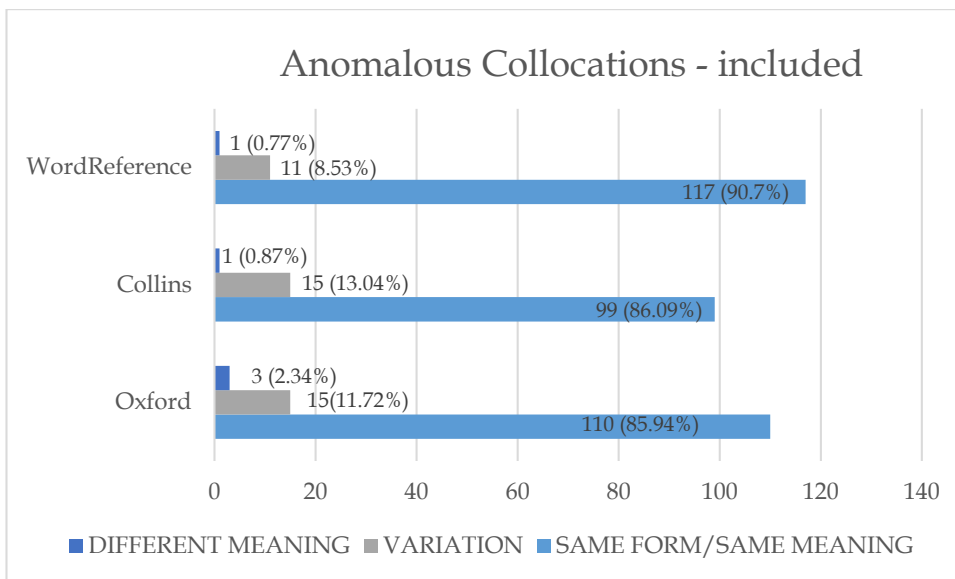


Figure 3-9 Anomalous collocations – not included

As regards to the anomalous collocations included in the dictionary, WordReference seems to have a slightly higher percentage of phraseology presented in the same form and meaning as the corpus findings compared to the other two dictionaries (90.7%, in comparison to 86.09% of Collins and 85.94% of Oxford). As for the variant types, Collins has the highest percentage (13.04%), Oxford is following (11.72%), while WordReference has the lowest percentage (8.53%). Finally, all three dictionaries include very few expressions that have different meaning from those used in the corpus (WordReference 0.77%, Collins 0.87% and Oxford 2.34%).

Formulae (*bless, you, have fun, I am fine, etc.*):

DICTIONARY	NOT INCLUDED	INCLUDES SIMILAR EXPRESSION	DOES NOT INCLUDE SIMILAR EXPRESSION	INCLUDES SIMILAR EXPRESSION
Oxford	56	9	16.07%	83.93%
Collins	57	7	12.28%	87.72%
WordReference	42	4	9.52%	90.48%

Table 3-18 Coverage of formulae

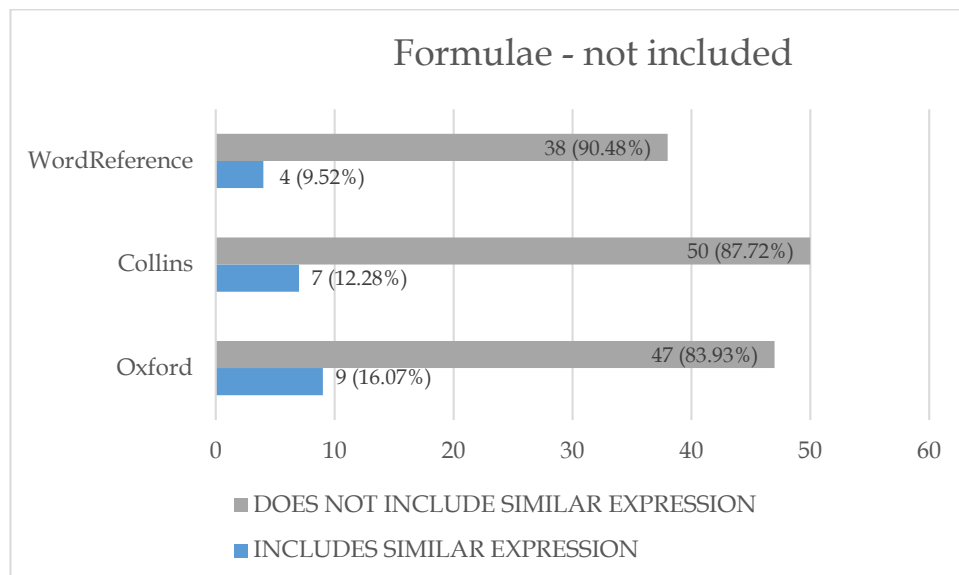


Figure 3-10 Formulae - not included

In the category of formulae which are not covered by the dictionaries, we notice that Oxford includes the highest percentage of similar expressions (16.07%). In second place is Collins (12.28%), while WordReference has the lowest inclusion of similar expressions (9.52%).

DICTIONARY	INCLUDED	SAME FORM/SAME MEANING	VARIATION	DIFFERENT MEANING			
Oxford	51	41	80.39%	10	19.61%	0	0%
Collins	50	38	76%	12	24%	0	0%
WordReference	65	56	86.15%	8	12.31%	1	1.54%

Table 3-19 Formulae – included

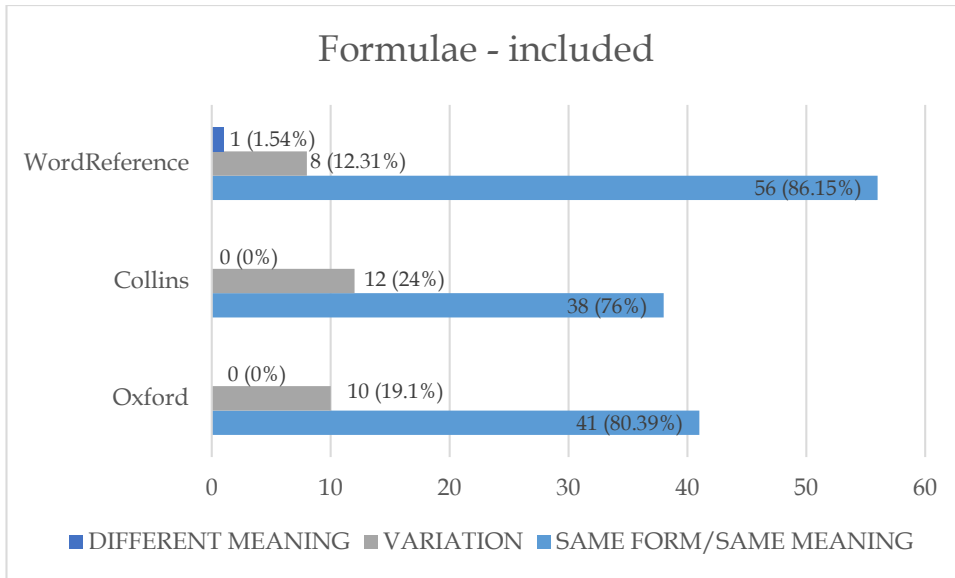


Figure 3-11 Formulae – included

If we observe the formulae included in the dictionary, we notice that WordReference contains more phraseology with the same form/meaning (86.51%), in comparison with the other two dictionaries, which have 80.39% (Oxford) and 76% (Collins) respectively. Regarding the phraseology found in a variant form, Collins has the highest percentage (24%), then Collins (19.61%), and finally WordReference, with the lowest number (12.31%). Finally, we can see that neither Oxford, nor Collins include a phraseology with a meaning different than the meaning we found in the corpus while WordReference includes only 1 (1.54%).

Metaphors (*change gears, have a hard time, bear in mind, etc.*):

DICTIONARY	NOT INCLUDED	INCLUDES SIMILAR EXPRESSION		DOES NOT INCLUDE SIMILAR EXPRESSION	
Oxford	89	17	19.1%	72	80.9%
Collins	120	20	16.67%	100	83.33%
WordReference	85	9	10.59%	76	89.41%

Table 3-20 Coverage of metaphors

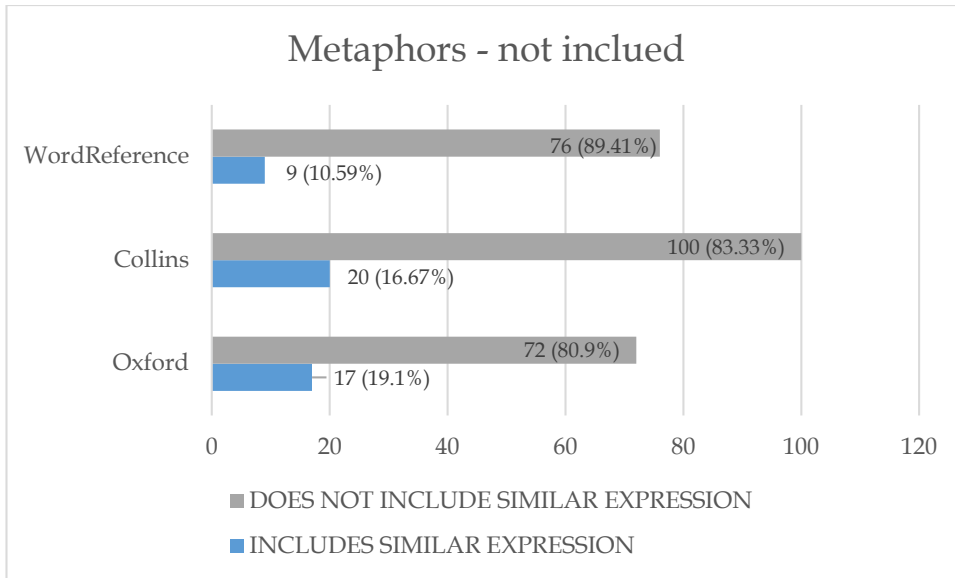


Figure 3-12 Metaphors – not included

In the tables above, we notice that from the metaphors that are not covered by the dictionaries, Oxford dictionary includes again the highest percentage of similar expressions (19.1%), while Collins is following (16.678%) and WordReference has the lowest percentage (10.59%).

DICTIONARY	INCLUDED	SAME FORM/SAME MEANING		VARIATION		DIFFERENT MEANING	
		Count	Percentage	Count	Percentage	Count	Percentage
Oxford	124	85	68.55%	24	19.35%	15	12.1%
Collins	95	69	72.63%	20	21.05%	6	7.32%
WordReference	129	94	72.87%	22	17.05%	13	10.08%

Table 3-21 Metaphors – included

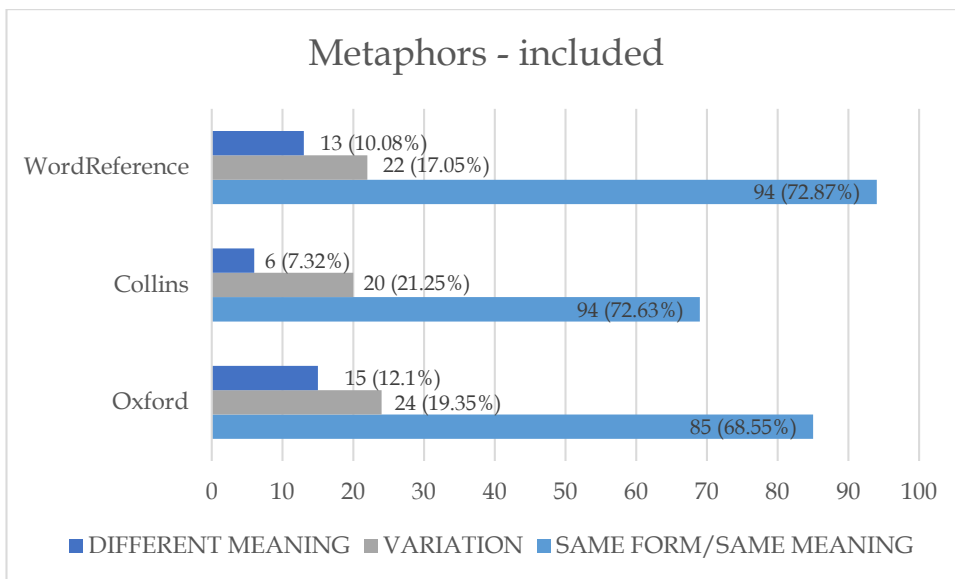


Figure 3-13 Metaphors – included

If we study the phraseology included in the dictionaries, we notice that WordReference and Collins have the higher percentages (72.87% in WordReference and 72.63% in Collins) of phraseology of the same form/meaning as in the corpus compared to Oxford (68.55%). On the other hand, the percentages of variation are similar (21.25% in Collins, 19.35% in Oxford and 17.05% in WordReference). As for the phraseology found in a different meaning, Oxford has the highest percentage (12.1%), then WordReference has the second highest (10.08%) and Collins the lowest (7.32%).

Phrasal verbs (*put together, point out, settle down, etc.*):

DICTIONARY	NOT INCLUDED	INCLUDES EXPRESSION	SIMILAR	DOES NOT INCLUDE SIMILAR EXPRESSION	INCLUDES SIMILAR EXPRESSION
Oxford	11	3	27.27%	8	72.73%
Collins	12	2	16.67%	10	83.33%
WordReference	7	2	28.57%	5	71.43%

Table 3-22 Coverage of phrasal verbs

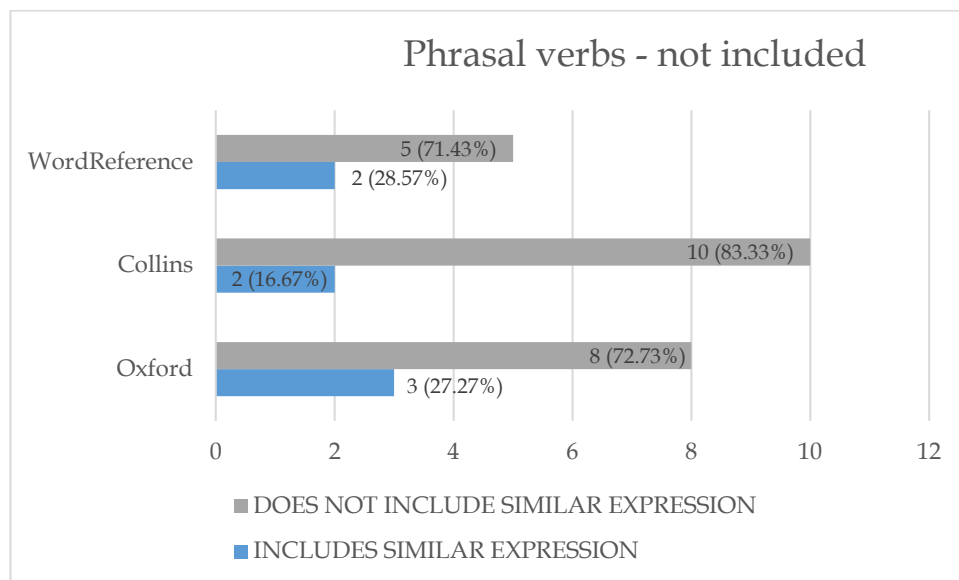


Figure 3-14 Phrasal verbs – not included

With respect to the phrasal verbs which are not covered by the dictionaries, Oxford and WordReference have the highest numbers of similar expressions (27.27% and 28.57% respectively), while Collins has much lower percentage of 16.67%.

DICTIONARY	INCLUDED	SAME FORM/SAME MEANING	VARIATION	DIFFERENT MEANING
Oxford	93	74 79.57%	1 1.08%	18 19.35%
Collins	92	66 71.74%	5 5.43%	21 22.83%
WordReference	97	79 81.44%	2 2.06%	16 16.5%

Table 3-23 Phrasal verbs – included

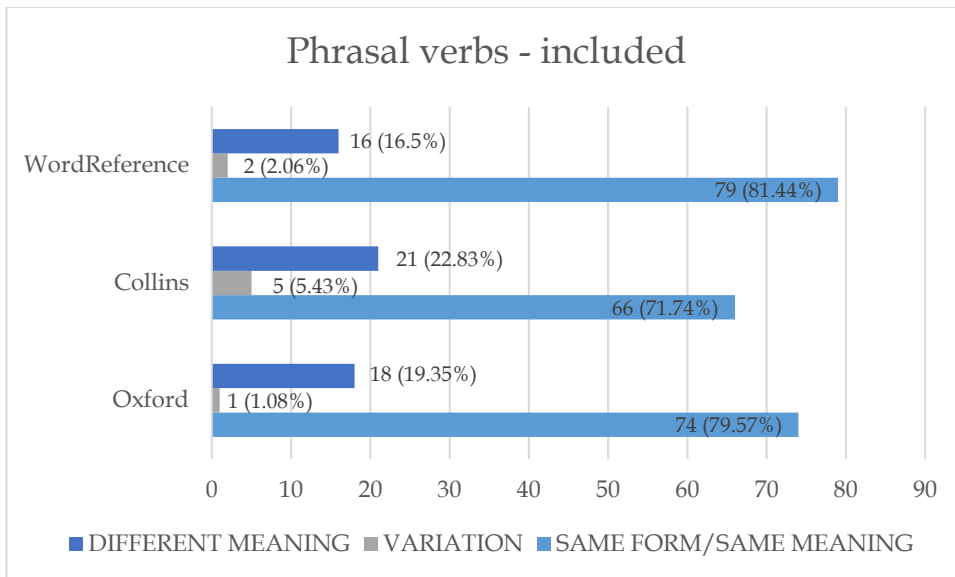


Figure 3-15 Phrasal verbs – included

As for the phrasal verbs that are included in the dictionaries, we see that Oxford and WordReference present the highest number of phraseology in the same form/meaning (79.57% in Oxford and 81.44% in WordReference), while the percentage of Collins is only 71.74%. On the other hand, all the three dictionaries include very low percentage of variation (5.43% in Collins, 2.06% in WordReference, and 1.08% in Collins). Finally, the percentages of phraseology included in a different meaning are 22.83% in Collins, 19.35% in Oxford and 16.5% in WordReference.

3.3.4 Further analysis

After having presented the findings, we will now proceed to a further analysis about the variation in form and meaning that we have encountered in the dictionaries examined.

3.3.4.1 Similar expressions

As we have mentioned above, the dictionaries even though they do not include some phraseology, they provide similar expressions. By similar expression we refer to a phraseological expression that has similar meaning and/or form, but we cannot consider it as a synonym. For example, we might not find the expression *break the ceiling*, but we can find the expression *break a record*, which has a similar form and meaning.

We have decided to include those expressions in our study, because we consider that this type of similarity could function as a compensation for the absence of some phraseology. As a matter of fact, after examining the data we have collected, we have noticed that the percentage (in comparison to the total phraseology not covered by the dictionaries) of the similar expressions is rather high: 19.39% in Oxford, 15% in Collins and 14.53% in WordReference.

DICTIONARY	PHRASEOLOGY NOT INCLUDED	SIMILAR EXPRESSION	
Oxford	196	38	19.39%
Collins	240	36	15%
WordReference	172	25	14.53%

Table 3-24 Percentages of similar expressions by dictionary

On the other hand, the distribution among the various types of phraseology is the following:

PHRASEOLOGY	Oxford		Collins		WordReference	
Anomalous Collocations	9	23.08%	7	13.46%	10	26.32%
Formulae	9	16.07%	7	12.28%	4	9.52%
Metaphors	17	19.1%	20	16.67%	9	10.59%
Phrasal verbs	3	27.27%	2	28.57%	2	28.57%

Table 3-25 Percentages of similar expressions by phraseological type

We can find 9 similar expressions for the category of anomalous collocations in Oxford (23.08% of the total number of anomalous collocations included in the dictionary), 7 (13.46%) in Collins and 10 (26.32%) in WordReference. As for similar formulae, we found 9 in Oxford (16.07% of the total number of formulae included in the dictionary), 7 (12.28%) in Collins and 4 (9.52%) in WordReference. At the same time, we can find 17 similar metaphors in Oxford (19.1% of the total number of metaphors included in the dictionary), 20 (16.67%) in Collins and 9 (10.59%) in WordReference. Finally, for phrasal verbs, we found 3 similar expressions in Oxford (27.27% of the total number of phrasal verbs included in the dictionary), 2 (16.67%) in Collins and 2 (28.57%) in WordReference.

Below, we analyse some examples in order to assess the usefulness of their presence in the dictionaries.

For the expressions below, the dictionaries have included a similar type, which we believe would help the users understand the meaning and function of the phraseology, even though they would not find it in the same form and/or meaning in the dictionary.

Phraseology as found in the corpus	Oxford	Collins	WordReference
break the ceiling	break a record	Does not include similar expression	break the record
break down this wall	break down	break down	break down
break down our barriers	break down	break down	break down
It drives me nuts that	drive sb mad	drive sb mad	Includes a variant form: drive sb crazy
drives me crazy	drive sb mad	drive sb mad	Includes same phraseology: drive sb crazy
contract that gap	fill/stop a gap	fill a gap	Includes a variant form: bridge the gap

one step at a time	step by step	step by step	Includes same phraseology: one step at a time
live out their dreams	Does not include similar expression	live out	Includes same phraseology: live out their dreams (in an example)
drop dead	Includes same phraseology: drop dead	stop dead	Includes same phraseology: drop dead
Ignorance is bliss	Does not include similar expression	to be in blissful ignorance	Does not include similar expression
to tackle these problems	Includes same phraseology: tackle a problem	Tackle an issue	Includes same phraseology: tackled the problem of (in an example)

Table 3-26 Examples of similar expressions in dictionaries_1

We consider that for these expressions the meaning and usage can be “assumed” by the analogous phraseology found in the dictionaries. For example, it is very easy for a user to understand the phraseology *drives me crazy*, by the description of the expression *drive sb mad*. The words *crazy* and *mad* are synonyms and the rest of the expression has similar function. This practice helps the space economy of the dictionary, where, as we mentioned above, it is not always feasible to include all phraseology possible.

On the other hand, there are some cases, where, even though the dictionaries provide similar phraseology, it is not certain that the user will be able to understand it and use it properly. Below we show some examples:

Phraseology as found in the corpus	Oxford	Collins	WordReference
a lot before	a lot (of)	a lot...	Does not include similar expression
Going (get) through your head	go through	go through	go through
it takes an understanding that	that's beyond my understanding	Does not include similar expression	Does not include similar expression
That's right	You know what is right...	to be right	Includes same phraseology: that's right
breaking out into a sweat	break out in	break out in	break out in
at all	Includes same phraseology: at all	not at all	Includes same phraseology: at all
What's the big deal?	Does not include similar expression	good deal	Includes same phraseology: big deal
make no mistake	Includes the phraseology in different meaning: no mistake	make a mistake	Includes same phraseology: make no mistake
I'm pouring myself into	Does not include similar expression	pour into	Includes same phraseology: pour (sth) into (sth)
No shit	Does not include similar expression	shit	holy shit
for sure	Includes same phraseology: for sure	sure!	Includes same phraseology: for sure

you cross a threshold	Includes same phraseology: cross a threshold	to be on the threshold of	Includes same phraseology: cross the threshold
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Table 3-27 Examples of similar expressions in dictionaries_2

In these cases, even if the users have access to a similar phraseology to the one they originally lookup up in the dictionary, they might not have complete information about the meaning and usage. For example, we cannot find the phraseology *that's right*, but we find the expressions *you know what is right...* in Oxford and *to be right* in Collins (WordReference does include the same phraseology). Even though the meaning of the proposed expressions is similar, they do not have the same discorsal function as the *that's right*. This information is missing, and the user will not be able to use it properly only by consulting the similar phraseology. On the other hand, all three dictionaries include the phrasal verb *break out in*, but not the expression *break out into a sweat*. It would be difficult to assume the idiomatic meaning of the phraseology only by the meaning of the phrasal verb *break out in*.

Even though we find an average percentage of 34.23% of phraseology exclusion in the three dictionaries, for an average of 16.31% of this amount we can find similar phraseology. This represents the 5.57% of the total phraseology examined. We believe that this is generally a positive observation, because it is certain a good solution for the space economy of the dictionaries (no matter if the lexicographer has proceeded to this practice on purpose or not) and at the same time, the user has an indirect access to an information, that otherwise would be absent. Nevertheless, due to the wide variety of phraseological units (in form, meaning, discorsal function etc.) this practice cannot replace the inclusion of certain phraseology. Especially for the case of bilingual dictionaries, where the users are native speakers of one of the two languages (and in cases of neither), if some of the information is missing, they might not be able to understand and use the phraseology properly.

3.3.4.2 Variation

As it has been remarked by various scholars (see Moon 1998), the corpus can reveal the variation of phraseology. It has been suggested that the element of fixedness is not an unconditionally prerequisite characteristic of phraseology, as expressions seem to have the tendency to present variant forms and to change during time. For this reason, in our study we have recorded the cases where the form of the dictionary entry was different than the form found in our corpus. For example, we didn't find the phraseological unit *have been in play*, but we found the expression *(to be) into play*.

From our results, we notice that the an average of 12.55% (of the phraseology included in the dictionaries) was presented in a different form than the one found in our corpus. Most specifically, Oxford had 50 variant phraseological units out of 396 (12.63%), Collins had the higher percentage of 14.77% (52 variations out of 352 in total) and WordReference included 43 variant forms out of 420 (10.24%), which was the lowest percentage of the three dictionaries:

DICTIONARY	PHRASEOLOGY INCLUDED	VARIATION	
Oxford	396	50	12.63%
Collins	352	52	14.77%
WordReference	420	43	10.24%

Table 3-28 Percentages of variation by dictionary

Below we can see the distribution among the various types of phraseology:

PHRASEOLOGY	Oxford		Collins		WordReference	
Anomalous Collocations	15	11.72%	15	13.04%	11	8.53%
Formulae	10	19.61%	12	24%	8	12.31%
Metaphors	24	19.35%	20	21.05%	22	17.05%
Phrasal verbs	1	1.08%	5	5.43%	2	2.06%

Table 3-29 Percentages of variation by phraseological type

According to this data, we found 15 variant forms for anomalous collocations in Oxford (11.72% of the total number of anomalous collocations included in the dictionary), 15 (13.04%) in Collins and 11 (8.53%) in WordReference. As for the formulae, there were 10 variations in Oxford (19.61% of the total number of formulae included in the dictionary), 12 (24%) in Collins and 8 (12.31%) in WordReference. At the same time, we can find 24 variant metaphors in Oxford (19.35% of the total number of metaphors included in the dictionary), 20 (16.67%) in Collins and 9 (10.59%) in WordReference. Finally, for phrasal verbs, we found 1 variant form in Oxford (1.08% of the total number of phrasal verbs included in the dictionary), 5 (5.43%) in Collins and 2 (2.06%) in WordReference.

We notice that metaphors and formulae have the highest percentages of variant forms, while phrasal verbs and then anomalous collocations present the lowest percentages. As regards to the phrasal verbs, this can be explained by their relatively fixed composition (verb+preposition), which restricts them from presenting much variation. As for the anomalous collocations, they seem to have the tendency to present a more stable form and grammatical/syntactic behaviour, as opposed to the more metaphorical expressions (metaphors, but also many formula), which are often paraphrased and their form might change over time.

Below we demonstrate some of the examples of variant forms found in the dictionaries:

Phraseology as found in the corpus	Oxford	Collins	WordReference
in this respect	not included	same form/same meaning (in this respect)	In which respect do you not like his personality? (as an example)
some sort of	a sort of	a sort of	and all that sort of thing
we can't do better than this	no better than	different meaning (get better)	get better

Just between us	between you and me/between ourselves	between you and me	same form/meaning (just between us)
fit me in to	fit in (with)	same form/meaning (fit into)	same form/meaning (fit into)
hurts like hell	suffer hell	not included	not included
let's take a look at	look at	look at	same form/meaning (take a look at)
lingo jargon mumbo jumbo	mumbo jumbo	not included	mumbo jumbo
to meet this challenge	meet one's commitments	same form/meaning (meet a challenge)	not included
By all purposes and means	by all means	by all means	by all means
get their nose out of joint	put sb's nose out of joint	not included	not included
make it personal	let's not be personal	nothing personal!	not included
from a different perspective	in the/its right/wrong perspective	not included	not included
is a different story	that's (quite) another story	not included	same form/meaning (that's a different story)
In my experience	not included	by/from experience	from my own experience
batted an eyelash	not included	he didn't bat an eyelid	not included
in peace	same form/meaning (in peace)	to be at peace	live in peace
To me,	not included	not included	as for me
I'm not kidding	not included	same form/meaning (I am not kidding)	kid around
contract that gap	similar expression (fill/stop a gap)	similar expression (fill a gap)	bridge the gap
apart from the fact that	apart from	apart from	despite the fact that
Why on Earth	same form/meaning (why on earth)	not included	what on earth
pay so much up front	not included	not included	payable up front
getting out of the box	not included	not included	out-of-the-box
as a whole	same form/meaning (as a whole)	on the whole	same form/meaning (as a whole)
tune into	same form/meaning (tune into)	tune in	same form/meaning (tune into)
guess what?	not included	take or have a guess!	same form/meaning (guess what)
here we have it	similar expression (here he is!)	here you are!	here you go
I'm okay with that	not included	it's ok with/by me	not included
Soon after	same form/meaning (soon after)	soon afterwards	same form/meaning (soon after)
for goodness sake	same form/meaning (for goodness sake)	for heaven's sake	same form/meaning (for goodness sake)

Table 3-30 Examples of variation in dictionaries

We can see that in many cases the expressions included in the dictionaries have a different form from the phraseology found in our corpus. For example, Oxford dictionaries instead of the phraseological units: *we can't do better than this, fit me in to, hurts like hell, get their nose out of joint, make it personal, from a different perspective, is a different story*, it includes the expressions: *no better than, fit in (with), suffer hell, put sb's nose out of joint, let's not be personal, in the/its right/wrong perspective, that's (quite) another story*. In Collins dictionary we do not find the expressions: *soon after, make it personal, guess what?, batted an eyelash* but we can find the phraseological units: *soon afterwards, nothing personal!, take or have a guess!, he didn't bat an eyelid*. Finally, WordReference does not include the phraseology: *some sort of, lingo jargon mumbo jumbo, In my experience, to me, I'm not kidding, contract that gap, apart from the fact that, pay so much up front*, but it includes the following variants: *and all that sort of thing, mumbo jumbo, from my own experience, as for me, kid around, bridge the gap, despite the fact that, what on earth and payable up front*.

On the other hand, our parallel corpus has also revealed the variation of phraseological units. In many cases, we have encountered an expression in more than one different form. Below we demonstrate some examples:

✓	apart from the fact that, aside from the fact that
✓	Here we go, here you go, here we go again, there goes my theory, here he goes, there you go, and here we are, here we have it
✓	my goodness gracious, oh my goodness
✓	I had no idea that, I have no idea, I had no idea how, I haven't the foggiest idea, I have no idea what
✓	you come across this idea, came up with an incredible idea
✓	let me tell you, let me tell you something, let me start with, let's start with, start with, let me tell you about, let me tell you a story
✓	in the short term, in the long term
✓	keep in mind that, bear in mind
✓	to meet this challenge, meet targets
✓	no matter what, no matter who they are, no matter what religion, no matter who, where they come from, no matter how, no matter what you do, no matter where it is
✓	had borne down, is bearing down upon us
✓	getting out of the box, out-of-the-box thinking
✓	putting each other into boxes, being boxed in to
✓	to be honest, to be fair, to be specific, to be clear
✓	call back to you, call back
✓	in some cases, in the case of, in his case, in this case, in her case, in their case, that's not always the case, in most cases
✓	I feel dead inside, you are dead inside
✓	What's the big deal?, a great deal of, this is a big deal, It was no big deal, that's a big deal, not really a big deal
✓	be keeping a very close eye on, so he'll keep his eyes on me
✓	at the end, in the end
✓	Why on Earth, How on Earth
✓	pay so much up front, pay zero up front

✓ for me, to me
✓ at that point, at a certain point, at some point, at any point
✓ for no apparent reason, for some reason, for whatever reason
✓ so on, and so on, and so on and so on, and so and so on, and so and so on and so on, and so on and so forth
✓ some sort of, all sorts of problems, all sorts of things
✓ for goodness sake, for God's sake
✓ See you, I'll see you later
✓ waste of time, waste time
✓ The next thing is, here's the thing
✓ if you think about that, think about it, when you think about it
✓ up till now, up to the end

Table 3-31 Examples of variation in the corpus

It is evident from the corpus findings that the phraseological units are not so fixed as they were used to believe. The everyday usage of language, especially by a very large amount of speakers of different geographical and ethnic distribution leads to the modification of the once fixed expression. Each user adopts the phraseology to his/her own environment and this creates the very interesting phenomenon of language variation. Of course, this does not apply to all phraseological units. The element of fixedness remains one of the main characteristics of phraseology, as they generally consist of a string of words which appears in a specific order and have the tendency to “go together”.

However, given the fact that this variation in form is highly noticeable in actual linguistic data, the lexicographic question is how should the dictionaries deal with it. Is it important that they include all the variant forms, or only the most important ones? And how can they decide on which is the “most important”? Here again the limitations of space have an important role, because the the lexicographer might not be able to include everything. Therefore, a choice is inevitable. We can consider the factors of frequency and currency as main criteria. For example, it would be more useful to include the more frequently used phraseology and avoid the rare or obsolete forms.

We should notice that in the case of form variation, it is more likely that users will understand the meaning and the general usage of the expression if they are provided with a variant form. However, in cases such as *guess what/take a guess*, where both types are equally used, it is important for the dictionary to include both of them. The users should receive all the important and relevant information about a phraseological unit, and of course this includes the characteristic of variation. It is important that they should get familiar with the idea of phraseological variation, as opposed to the general belief that the phraseology is fixed, which has been deconstructed by the real language data and modern phraseography.

Finally, we should note that as the the corpus reveals the variation of phraseology in terms of form, it is very important for the dictionary makers to consult this information and include it in their dictionaries. This will ensure the better quality and adequacy of the information provided, which is based on current, representative and real language data. It will eventually lead to better dictionaries with higher efficiency as regards the fulfillment of the users’ needs.

3.3.4.3 Different Meaning

Another characteristic of multi-word units is their polysemy. Many expressions have a literal and a metaphorical meaning as well. In addition, many phraseological units might have more than one idiomatic meaning. In this part of the research, we have recorded the cases where the meaning of the phraseology of the dictionary was different than the meaning of the expression found in the corpus.

After examining our data, we notice that the an average of 8.14% (of the phraseology included in the dictionaries) had a different meaning than the phraseology of our corpus. Most specifically, Oxford presented 36 (out of 396) phraseological units of different meaning, which was the highest percentage of all three dictionaries (9.09%). Collins included 28 (out of 352 in total) expressions with different meaning (7.96%) and WordReference 31 out of 420 (7.38%), which was the lowest percentage of the three dictionaries, slightly below Collins:

DICTIONARY	PHRASEOLOGY INCLUDED	DIFFERENT MEANING	
Oxford	396	36	9.09%
Collins	352	28	7.96%
WordReference	420	31	7.38%

Table 3-32 Percentages of different meaning by dictionary

Below we can see the distribution among the various types of phraseology:

PHRASEOLOGY	Oxford		Collins		WordReference	
Anomalous Collocations	3	2.34%	1	0.87%	1	0.77%
Formulae	0	0%	0	0%	1	1.54%
metaphors	15	12.1%	6	7.32%	13	10.08%
Phrasal verbs	18	19.35%	21	22.83%	16	16.5%

Table 3-33 Percentages of different meaning by phraseological type

As we observe in the table above, we found 3 anomalous collocations given with a different meaning in Oxford (2.34% of the total number of anomalous collocations included in the dictionary), 1 (0.87%) in Collins and 1 (0.77%) in WordReference. As for the formulae, Oxford and Collins did not include any phraseology with different meanings, while WordReference included only 1 (1.54% of the total number of formulae included in the dictionary). On the other hand, we found 15 metaphors with different meaning in Oxford (12.1% of the total number of metaphors included in the dictionary), 6 (7.32%) in Collins and 13 (10.08%) in WordReference. Finally, for phrasal verbs, we found 18 cases with different meaning in Oxford (19.35% of the total number of phrasal verbs included in the dictionary), 21 (22.83%) in Collins and 16 (16.5%) in WordReference.

We notice that the most polysemous categories are the phrasal verbs (19.56% in average) – which can be explained by their high frequency - and the metaphors (9.83% in average), while

anomalous collocations (1.67% in average) and formulae (0.33% in average) present a lower percentage of polysemy.

Below we show some of the examples found in the corpus.

phraseology	Meaning in corpus	Oxford	Collins	WordReference
bear down	to move towards sb	same meaning	not included	different meaning: to put pressure on
bottle up	to accumulate	different meaning: to suppress	same meaning	different meaning: to suppress
blow away	to get speechless	different meaning: to carry off (wind)	different meaning: to carry off (wind)	different meaning: to carry off (wind)
give a break	to stop bothering sb	different meaning: to give a chance	different meaning: to give some time off	not included
check out	To collect information, to examine something	different meaning: to pay the bill and depart from a hotel	same meaning	same meaning
come back (to that)	to refer to something again later on (metaphorical meaning)	different meaning: to return (literal meaning)	different meaning: to return (literal meaning)	different meaning: to return (literal meaning)
by default	not actively or purposefully	different meaning: because of a lack of opposition (legal term)	same meaning	same meaning
fire away (a video)	to record (metaphorical meaning)	different meaning: to shoot (literal meaning)	not included	different meaning: to shoot (literal meaning)
change gear	to suddenly change what I am doing (metaphorical meaning)	different meaning: to change the gear of the car (literal meaning)	not included	not included
cross the line	to do something unacceptable (metaphorical meaning)	different meaning: to go across a physical boundary (literal meaning)	not included	not included
nail down	to understand/to discover something conclusively	different meaning: to force sb to agree with someone/something	different meaning: to force sb to agree with someone/something	same meaning (in variant form: <i>nail</i>)
pull the trigger	to make a final decision/to take decisive action (metaphorical meaning)	different meaning: to shoot a gun (literal meaning)	different meaning: to shoot a gun (literal meaning)	different meaning: to shoot a gun (literal meaning)

in turn	as an equal or related effect	different meaning: alternately, in rotation	different meaning: alternately, in rotation	different meaning: alternately, in rotation
under the table	secretly/illegally (metaphorical meaning)	different meaning: something that is/is done physically under a table (literal meaning)	not included	different meaning: that is/is done physically under a table (literal meaning)
walk down the aisle	to get married (metaphorical meaning)	not included	not included	different meaning: to physically walk an aisle (literal meaning)
Raise a hand to someone	to hit someone (metaphorical meaning)	same meaning	not included	different meaning: to lift my hand into the air (literal meaning)

Table 3-34 Examples of different meaning in dictionaries

We see that in many cases, the corpus reveals the metaphorical meaning of some expressions, which is not recorded in the dictionaries (*come back, fire away, change gear, cross the line, pull the trigger, under the table, walks down the aisle, raise a hand*). It is very important for lexicographers to take this information into consideration and to include it in their work. We also see many cases where the corpus provides additional meanings (*in turn, nail down, by default, etc.*) that the ones provided by the dictionary. These senses could be incorporated in the dictionaries, providing a reference material of complete information and good quality.

In our opinion the corpus can bring to light the polysemy of phraseology, and it is very important that the dictionaries would take this into account such information. Providing only one meaning of an expression, the dictionary might be misleading. The users would either not be able to receive the information they initially looked up, or they might use the wrong meaning and translation.

One such case might be the technical terms. Even though it is not very common in idiomatic language, nevertheless, in cases where an expression has different meaning in general language and different in a technical field, it is important for the dictionary user to have a clear distinction between the two senses. The phraseology *by default* is such an example. Even though it is used as a legal term to refer to the lack of opposition, this sense might be used both in legal and in ordinary language. At the same time, the expression has also the meaning of something that is done not actively or purposefully. It is important for the dictionary users to receive the information both about the meaning and about the field area where the phraseology is used.

Regarding the polysemy in phraseology and its lexicographic representation, it might not be always possible or useful to include all possible meanings of an expression. The lexicographer might again need to apply some criteria for choosing the appropriate senses for inclusion in the dictionary, such as frequency, currency, general or technical language, etc.

3.4 Conclusions

One of the indicators of the quality of the dictionary is the inclusion of as much information as possible. As a reference material it is important to provide to users the information they are looking for. The lexicographer has to make a decision about what to include and what to exclude from the dictionary, keeping in mind various parameters, such as frequency, currency, register, geographical distribution, etc. In the category of phraseology, we believe that their adequate lexicographic coverage will significantly improve their presence, especially in bilingual dictionaries. For this reason, we decided to study the phraseological inclusion in the main English-Greek dictionaries.

By examining a small sample of phraseology in the two paper editions of English-Greek dictionaries (Oxford and Collins), we noticed a quite low percentage of dictionary coverage (51.02% in Oxford and 46.94% in Collins). This result led us to conduct a larger-scale examination of a bigger corpus - where we included an electronic dictionary (WordReference) as well- so that we can make safer conclusions about the adequacy of each dictionary. In the extended study we noticed that the percentages of coverage have been increased in comparison with the initial results (66.89% in Oxford, 59.46% in Collins), while the electronic dictionary - which has not space limitations and can be continuous updated - had the highest percentage of the three (70.95%).

Nevertheless, the total percentage of the phraseological inclusion is considered to be low for the standards of a good bilingual dictionary. Of course, we should keep in mind that it is not always possible or useful to include all the idiomatic expressions of a word in a bilingual dictionary, especially in a paper edition, where the limitation of space restricts the lexicographic options. However, there are some categories of phraseology with special characteristics the presence of which is considered to be essential in a bilingual dictionary. So, in order to have a clear idea about the overall quality of the dictionaries, we examined a sample of expressions missing. Indeed, our results showed that among the phraseological units that we found in the corpus that are not present in the dictionaries, there are many phrases which have a discursual function: *let's see, even worse*. These types of expressions are problematic in terms of pragmatics and since they are frequently used, especially in oral speech, it is, we believe, very important to include them in a bilingual dictionary. Moreover, some of the phraseology not found in the dictionaries, such as *si se puede, deus ex machina*, have strong cultural connotations. The user would not be able to understand and use these expressions without previous knowledge, thus it would be useful to get this information from the dictionary. Of course, in this category we had found in the corpus some expressions, that are so highly connected with a specific cultural or social context, such as *No Loo, No I Do*, that we believe that their lexicographic inclusion is not necessary. Some of the expressions missing have an opaque meaning: *make a dent, fire in the belly*. The user will not be able to find the meaning of such expressions by looking in the dictionary the meaning of their parts, therefore, their presence in the dictionary would be very useful. Finally, we noticed the absence of several sayings, such as *two is company, three is a crowd*. As we cannot always find the same saying in two languages - even though it is often possible - the non-native speakers might not understand their meaning, while the native speakers might not be able to translate them to the other language.

Despite the low percentage of coverage of phraseology, we noticed that the dictionaries, even though they do not include some phraseological units, do provide similar expressions. For

example, we might not find the expression *break the ceiling*, but we can find the expression *break a record*, which has a similar form and meaning. The percentage of these cases (in comparison of the total phraseology not covered by the dictionaries) is rather high: 19.39% in Oxford, 15% in Collins and 14.53% in WordReference. We can consider the presence of these similar expressions as a compensation to the absence of specific phraseology and it is a good solution for the space economy of the dictionaries. However, we should note that it is not certain that the user might understand the meaning, or get the adequate information about usage, grammar, translation etc., and consequently use it correctly.

Considering this information missing from the dictionaries, we can conclude that the corpus can be a valuable resource for the lexicographer. The limited use of real linguistic data is a characteristic of many bilingual dictionaries, as opposed to monolingual dictionaries, in which corpus data has been extensively used for over thirty years now. A parallel corpus, such as the one we created from TED talks, which includes texts of everyday language, with various thematic areas, can be considered to be representative of the vocabulary of a bilingual dictionary. Therefore, the phraseology extracted from this kind of corpus is expected to be present in an English-Greek dictionary and it would improve the representation of phraseological coverage if the lexicographer would rely on them to select which idioms to include in the dictionary. Of course, we do not expect to find all of them in the dictionaries examined, given the limitations mentioned above. However, the lexicographers should take into consideration the particularities of specific phraseology (sayings, metaphors, etc.) and in combination with the exclusion criteria (frequency, register, currency, etc.) should make the optimal decision for which they should include and which not, having always in mind the users' needs.

Another interesting point of this part of the study is the fact that the corpus can reveal the variation of phraseological units in terms of form and meaning. A significant number of the phraseology we extracted from the corpus appeared in a different form than the form given in the dictionaries (12.63% in Oxford, 14.77% in Collins and 10.24% in WordReference). At the same time many expressions examined in the dictionaries had a different meaning than the phraseology of our corpus (9.09% Oxford, 7.96% in Collins and 7.38% in WordReference). Consequently, the challenge for the lexicographer of a bilingual dictionary refers to how to incorporate this variation in the most optimal way. Of course, it is not possible to include all the variations of an expression in a bilingual dictionary, however, the corpus can give us a clue about the most important or the most frequently used forms.

3.5 Chapter Summary

In this chapter, we discussed about the lexicographic parameters for phraseological inclusion, while providing some theoretical considerations on the issue. We presented the results of our initial study on two English-Greek dictionaries, where we examined the percentages of phraseological coverage. Then we presented the results of a larger-scale study, where we examined a larger amount of phraseology in the same dictionaries, as well as in an electronic dictionary and we discussed some of the main omissions and the possible problems for the users. Given the low percentage of phraseological coverage, we proposed possible solutions of improvement, focusing on the suggested lexicographic criteria, as well as the consultation of parallel corpora as the main tools for the decision of phraseological inclusion.

4 IDENTIFICATION AND VISUALIZATION OF PHRASEOLOGY

4.1 Chapter Introduction

As we have seen in the theoretical chapter of the thesis, some of the main issues concerning phraseological units are their property of idiomaticity, their taxonomy, as well as the terms used to describe them. This is obviously an important matter for the lexicographer, who is called to identify the phraseological units and incorporate them in the dictionaries. Nevertheless, we should reflect if this kind information (phraseological terminology and sub-categories) is also useful for the user. We should wonder in fact if the average user of a bilingual dictionary really has the linguistic background to understand the difference between the various categories. And if we need to make the dictionaries towards the user's needs, how should we treat this matter? In this chapter we will examine the means that the dictionaries have dealt with these issues and evaluate their methods. We will also discuss about the idiomaticity and how the lexicographer can decide if a string of words is a phraseological unit or not, before classifying it in a specific category. Finally, we will attempt to propose solutions in order to improve the presentation of phraseology in bilingual dictionaries.

4.2 Idiomaticity, taxonomy and terminology

One of the main problems for the linguists concerning phraseology is the margins of idiomaticity. Is a set of words a phraseological unit or not? Obviously this question is also set to the lexicographers. They have to be clear when they decide if a set of words is a phraseological unit or not in order to present it as such in their dictionary. As we have seen in previous chapters many theorists have attempted to discuss about the notion of idiomaticity (Fernando and Flavell:1981, Alexander:1992, Zgusta:1971, Nunberg et al.:1994, Moon:1998) and to set criteria on how we can distinguish a phraseological unit from a free word combination²³. Some of these criteria are the conventionality, inflexibility, figuration, informality, socio-cultural markedness, institutionalization, lexicogrammatical fixedness etc. Of course, it is not possible to apply all these criteria to all phraseological units, and as there is no theoretical consensus about the issue, the lexicographers will decide which criteria to use, according to the approach they will embrace. However, there are other tools at their disposal, such as referent materials (other dictionaries, literature books, etc.), and of course monolingual or bilingual corpora, which can reveal the idiomaticity of the phraseological unit.

Once the lexicographers have identified a phraseological unit and have chosen to include it in the dictionary, they have to decide how to present it to the user. Namely, they have to decide upon the terminology they will use to describe it and the category under which it will be classified. As we have seen, there are various approaches both for taxonomy and terminology of phraseological units²⁴. Apart from the term *idiom*, which has broader and narrower uses (see chapter 1.3.2.1) other terms that have been proposed, such as: *fixed expression*: a term introduced by scholars like Alexander (1978, 1979) and Carter (1987), Moon (1998), *phraseological unit*: used in Slavonic and German tradition (for example by Gläser: 1984, 1988), *phraseme*, which has been mainly used by scholars outside Anglo-American tradition, such as by Mel'čuk (1995), Amosova (1963), and *phrasal lexeme*: (Lyon: 1977). As for the classification

²³ For more information, see paragraph 1.3. of chapter 1.

²⁴ For further information, see paragraph 1.3. of chapter 1.

of phraseology, there have been developed various approaches, which include: syntactic approaches (Fillmore et al.:1988, Makkai:1972, Nunberg et al.:1994), lexicalist approaches (Mel'čuk:1995, Vinogradov (in Dribniuk:2007), semantic approaches (Mitchell:1971, Gläser:1984, 1988, Fernando:1996) and lexicographical approaches (Cowie:1994, 1998, Moon:1998).

According to the theory they will chose to adopt, as well as the tradition and the strategy of their publishing house, they should implement the relevant terms and the classification. As we discuss in the present chapter, there is a doubt about the final information received by the user in the general dictionaries, and if they are able to understand the differences among the various phraseological categories. Nonetheless, the important is that regardless which approach is selected, it should be followed by consistency throughout the dictionary and should be explained explicitly in the introductory notes. This way we can avoid any confusion of the users and at the same time, we can ensure that they will receive the most adequate and relevant information possible.

4.3 Oxford dictionary

In its introductory notes, Oxford dictionary includes a paragraph for idioms and one for phrasal verbs:

Idioms
 An idiom is a phrase whose meaning is difficult or impossible to guess from the meanings of the individual words in it. Some idioms are vivid, colorful phrases or sayings, e.g. *You can't have your cake and eat it*, which translates: *Δεν μπορείς να έχεις την πίτα σωστή και το σκόλο χορτάτο*. Other idioms are fixed expressions such as greetings, phrases of encouragement or congratulations, or insults. Others are phrases consisting of a preposition and the headword, such as *by accident*, which are a single unit and have a meaning that is fixed. Idioms follow the sense of the headword. If there are only a few, they are listed in alphabetical order after the last sense of the headword... If there are many idioms they are grouped together in a numbered sense that is highlighted with the label **IDM**.
 An idiom may have both a literal and metaphorical meaning, like the idiom “as hard as nails”

Figure 4-1 Introductory notes of Oxford about Idiom

Phrasal verbs
 Phrasal verb are multi-word verbs that consist of a verb and a preposition or adverbial participle which adds to its meaning. Some phrasal verbs are easy to understand, for example **fall down**, because the verb and the preposition both have a literal meaning. Others, such as **look after sb**, are less easy to understand because the preposition after is not used in one of its common senses. The meanings of phrasal verbs like **carry on** and **lash out** are not transparent and have to be learned separately from the simple verbs they are derived from. Many phrasal verbs such as **get back**, **get away**, and **get on** have several meanings, literal and metaphorical, and take particular syntactic structures which must also be learned.
 Phrasal verbs are listed in this dictionary within a numbered sense and indicated by the symbol **PHR V**. they are listed in alphabetical order within the sense number. If there are only a few phrasal verbs at a headword they are listed in alphabetical order of preposition or particle in a single paragraph, as the entry **close**.

Figure 4-2 Introductory notes of Oxford about Phrasal verbs

Here we can see two examples of how Oxford dictionary illustrates the idioms and phrasal verbs.

consonant σκληρό σύμφωνο. **3** **IDM** **be hard on sb** είμαι πολύ αυστηρός/σκληρός σε κπ. **as hard as nails** (α) σφιχτός σα σίδερο. (β) σκληρόκαρδος. **hard and fast** (of rules, etc.) άκαμπτος. **a hard nut to crack** (μεταφ. για αντίπαλο, πρόβλημα κλπ) σκληρό καρύδι. **hard of hearing** βαρύκοος. **learn sth the hard way** μαθαίνω κτ πληρώνοντας ακριβά (σε κόπο και πόνο). **take a hard line** ακολουθώ σκληρή γραμμή. (βλ. & λ.

κυκλώματος. **4** **PHR V** **close down** κλείνω, παύω να λειτουργώ: *The shop/The station has ~d down.* Το μαγαζί/ο σταθμός έκλεισε. **close in (up)on** τυλίγω, περικυκλώνω: *The night/The enemy ~d in upon us.* Η νύχτα μας τύλιξε/ο εχθρός μας κύκλωσε. **close with** (πεπαλ.)

Figure 4-3 Example of idiom marking in Oxford

So, from the above we can conclude that Oxford makes the distinction between idioms and phrasal verbs, which is also marked by the labels **IDM** and **PHR**. On the other hand, in the introductory notes they separate between ‘vivid, colorful phrases and saying’ (such as *You can’t have your cake and eat it*) and ‘fixed expressions’ with more discursal function, such as greetings. However, they include both of them under the same category, which they name *idiom*, and no further distinction is made for the readers.

Regarding the labeling, Oxford dictionary uses the label **IDM** for idioms, and **PHR V** for phrasal verbs. While in Greek equivalents they use the abbreviation *ιδιωμ.* (*ιδιωματικος*, idiomatic), which in actual fact is used very infrequently. Additionally, in some cases, they use the label (*σε φράσεις*)²⁵, which means “in (certain) expressions”, before listing the phraseological units of an entry-word. Here is an example from the entry *by*:

six. Το δωμάτιο είναι δύο [μέτρα] επί έξι. **3** (σε φράσεις): ~ **accident/mistake** τυχαίως/κατά λάθος ♦ ~ **chance/good fortune** κατά τύχη/κατά καλή τύχη ♦ **learn** ~ **heart** μαθαίνω κτ απέξω, απομνημονεύω ♦ ~ **name** κατ’ όνομα ♦ **one** ~ **one** ένας-ένας ♦ ~ **reputation** εκ φήμης, εξ ακοής ♦ ~ **sight** εξ όψεως.

Figure 4-4 Example of expressions list in Oxford

We can also see from the example above that when an entry contains many idiomatic expressions and/or phrasal verbs, they group them all under the same numbered sense (which is usually placed in the end of the other senses of the headword) and the label is only in the beginning.

Besides the label, both idioms and phrasal verbs are also marked in blue color and bold font, while the editors use the tilde symbol ~ in order not to repeat the headword and thus contribute to the space economy.

For some of the expressions we examined, the phraseological units were not marked as such, but they were included in the dictionary as illustrative phrases. For example, the expression *break the silence* below (it is not marked as phraseology, but it is given as an example of usage):

²⁵ In parenthesis


break  /breɪk/ vti irreg (pt **broke** /brəʊk/, pp **broken** /'brəʊkən/) **1** σπάζω, τσακίζω, ραγίζω: ~ a window/a branch/sb's nose σπάζω ένα παράθυρο/κλαδί/τη μύτη κάποιου • *The waves were ~ing on/over/against the rocks.* Τα κύματα έσπαζαν πάνω στους βράχους. • ~ sb's spirit/will τσακίζω το ηθικό/τη θέληση κάποιου • *The news broke her heart.* Τα νέα της ράγισαν την καρδιά. • *Dawn was ~ing when ...* Χάραζε η αυγή όταν ... **2** (με διάφορα ουσ.) (α) σπάζω: ~ a record σπάζω (καταρρίπτω) ρεκόρ • ~ a strike σπάζω απεργία. • ~ the ice (μεταφ.) σπάζω τον πάγο. (β) αναγγέλλω: ~ the (bad) news to sb αναγγέλλω τα (άσχημα) νέα σε κπ με μαλακό τρόπο (γ) διακόπτω, ανακόπτω: ~ a journey/the silence διακόπτω ένα ταξίδι/τη σιωπή • *The bushes broke his fall.* Οι θάμνοι ανέκοψαν την πτώση του. (δ) παραβαίνω, αθετώ: ~ the law/an agreement παραβαίνω το νόμο/μια συμφωνία: ~ a promise/an appointment αθετώ μια υπόσχεση/σπάω ένα ραντεβού.

Figure 4-5 Phraseology given as illustrative phrase: example from Oxford

More specifically 77 out of the 396 phraseological units (19,44%) examined were given as examples of usage, which seems rather big proportion. These expressions are mainly anomalous collocations (*in order to, per day*) and formulae (*God bless you, be careful*) but also some metaphorical-based phrases (*break the silence, cross the line*)

4.4 Collins dictionary

In Collins dictionary we see these notes in the introductory dictionary guidelines about phraseological units:

Each headword may contain other material such as phrases and examples, phrases, which show essential constructions and usage, are each given on a new line and in a smaller bold type and preceded by a white triangle (▷)... Phrasal verb constructions are in blue and in the same bold as the headwords and are indicated by a black triangle (▶)

Here is an example from Collins dictionary, where we can see how phraseological units are demonstrated:










lift [lɪft]  vt (a) (raise: thing, part of body) σηκώνω  *He lifted the glass to his mouth* Έφερε το ποτήρι στο στόμα του
(b) (end: ban etc) αίρω  *They urged the United States to lift all controls on textile imports* Πίεσαν τις Ηνωμένες Πολιτείες να άρει όλους τους ελέγχους στις εισαγωγές υφαντουργικών προϊόντων
(c) (plagiarize) κλέβω  *Most of the article was lifted from a woman's magazine* Το μεγαλύτερο μέρος του άρθρου ήταν κλεμμένο από ένα γυναικείο περιοδικό
(d) (inf: steal) βουτάω  *Uncle Harold had lifted the morning's receipts* Ο θείος Χάρολντ είχε βουτήξει τις πρωινές αποδείξεις
 vi (fog) διαλύομαι  *Around midday, the fog lifted* Γύρω στο μεσημέρι η ομίχλη διαλύθηκε
 N (BRIT) ασανσέρ NT INV  *I took the lift to the eighth floor* Πήγα με το ασανσέρ στον όγδοο όροφο
▷ **to give sb a lift** (BRIT: AUT) πάω κν με το αυτοκίνητο
▶ **lift off** vi (rocket) απογειώνομαι
▶ **lift up** vt (person, thing) σηκώνω (ψηλά)

Figure 4-6 Example of phraseology demonstration in Collins

From the above, as well as from the further examination of the dictionary articles we can conclude the following about the Collin's practice for introducing the phraseological units:

There is no specific label for phraseology. What they do is to introduce the phrases with a symbol: □ and then the expression is in bold font. On the other hand, they separate phrasal verbs in the following ways:

- a) They use a slightly different symbol, which is a black triangle: ▴
- b) They place them in the end of the article, as run- on lemmas
- c) They are in blue color as the headword
- d) They are placed in the end of the article, after the other senses of the headword (just before the rest of phraseology)

As in Oxford dictionary, a number of phraseology examined is not given as such, but as an example of usage, such as the expression *at this/ some/ a certain etc. point* (it is given as an example):

(g) (moment) στιγμή F, σημείο NT □ **At this point**
the girl slowly sat up on the sofa... Εκείνη τη
στιγμή ορ Σε εκείνο το σημείο η κοπέλα
ανακάθησε αργά στον καναπέ...

Figure 4-7 Phraseology given as illustrative phrase: example from Collins

More specifically 20 out of the 352 expressions examined (5,68%) are included in the articles as examples. Most of them are not metaphor-based (anomalous collocations such as *at this point, the idea is, by the time*, etc.). But fewer are actually a metaphor (idioms like *pulling the trigger, to tackle the problem*)

4.5 WordReference dictionary

In WordReference there is no dictionary guidelines, but they only include an abbreviation list. So since there are no introductory notes about phraseological units, we can only examine the entries to determine about its practice on presenting phraseology. Here is an example of the entry *lift*:

Σύνθετοι τύποι: lift elevator ride		
English	Greek	
chair lift <i>n</i>	(ski lift, aerial ropeway)	τελεφερίκ <i>ουσ ουδ</i>
Σχόλιο: άκλιτο, ξενικό		
A chair lift carries skiers to the top of the slope.		
face-lift, facelift <i>n</i>	(surgery: tightens facial skin)	λίφτινγκ <i>ουσ ουδ</i>
Σχόλιο: ξενικό, άκλιτο		
Mary looked fantastic after her facelift. Many celebrities get face-lifts to appear younger. Η Μέρι έδειχνε υπέροχη μετά το λίφτινγκ. Πολλοί διάσημοι κάνουν λίφτινγκ για να δείχνουν νεότεροι.		
lift gate <i>n</i>	UK (hatchback on a vehicle)	υδραυλική πόρτα <i>επίθ + ουσ θηλ</i>
(κατά λέξη) πόρτα ανύψωσης φορτίου		
lift [sb/sth] out <i>vtr phrasal sep</i>	UK (outsources: a team)	αναθέτω εργασία <i>περίφρ</i> (σε κπ)
(κατά λέξη) αναθέτω εργασία σε εξωτερική ομάδα		
lift up <i>vtr</i>	(raise)	σηκώνω, υψώνω <i>ρ μ</i>
Everyone in the crowd lifted up their hands and clapped along to the music.		
lift weights <i>v expr</i>	(exercise: do weight training)	σηκώνω βάρη, κάνω άρση βαρών <i>ρ μ</i>
I go running and lift weights four times a week.		
lift weights <i>v expr</i>	(sport: do weight lifting)	κάνω άρση βαρών <i>περίφρ</i>
He lifts weights competitively. When they lift weights, weight-lifters wear a belt to protect their back and kidneys. Κάνει άρση βαρών σε αγωνιστικό επίπεδο.		
lift-off <i>n</i>	(spacecraft: take-off)	απογείωση <i>ουσ θηλ</i> εκτόξευση <i>ουσ θηλ</i>
The scheduled Ariane 5 lift-off has been postponed. Lift-off in ten seconds. Ten, nine, eight ... Η προγραμματισμένη απογείωση του Ariane 5 αναβλήθηκε. Εκτόξευση σε δέκα δευτερόλεπτα. Δέκα, ενιά, οχτώ...		
lift-out <i>n</i>	(outsourcing of a team)	ανάθεση εργασίας σε εξωτερική ομάδα συνεργατών
Σχόλιο: Δεν υπάρχει αντίστοιχος όρος.		

Figure 4-8 Example of phraseology demonstration in WordReference

From the entry above, as well as from the other entries examined we can see that in WordReference they distinguish phraseology in the following ways:

- ✓ They include a separate column for multi-word units, under the name (in Greek) *σύνθετοι τύποι* (which means compound types).
- ✓ In most of the cases, they also have the expression as a separate lemma. Of course, this is a common practice of electronic dictionaries, where there is no matter of space:

anything like	
ορισμός στα ισπανικά in French συνώνυμα στα αγγλικά σε χρήση εικόνες	
WordReference English-Greek Dictionary © 2016:	
Κύριες μεταφράσεις	
English	Greek
anything like <i>adv</i>	(at all like) καθόλου <i>επίρ</i>
She doesn't look anything like her mother. Δε μοιάζει καθόλου με τη μητέρα της.	
Λείπει κάτι σημαντικό; Αναφέρετε τυχόν λάθη ή προτείνετε βελτιώσεις.	

Figure 4-9 Example of phraseology as a separate lemma in WordReference

It seems that for the English expressions they don't use specific terminology for labeling (like *idiom* for example), but in verbal phrases, they use the abbreviation *v expr*, (which stands for verbal expressions) and for the Greek equivalents they use the indicators: *έκφρ., φρ.* (*εκφραση-expression, φράση-phrase*) However, these labels are not included in the abbreviation list. In some cases, we see that the expression – even though is listed in the column of phraseology – it only has a label of grammatical category, but on the contrary the Greek equivalent has the abbreviation *έκφρ* (from *έκφραση*) which means expression, as in the example below:

not at all *adv* (in no way, to no extent) καθόλου, επ' ουδενί *έκφρ*

Similarly to the other two dictionaries, WordReference includes some phraseology (23 out of the 420 expressions examined, which represents the 5,48%) as examples of usage, without any further label, such as the expression:

see <i>vi</i>	(look at the situation)	βλέπω <i>ρ αμ</i>
	Let's see, what do we need to do next?	
	Για να δούμε, τι πρέπει να κάνουμε μετά;	

Figure 4-10 Phraseology given as illustrative phrase: example from WordReference

As opposed to the other dictionaries most of them are metaphors (13 out of 22, like *makes you crazy*), while fewer are formulae (6 out of 22, like *What's happening here?*) and anomalous collocations (3 out of 22, like *some sort of*).

4.6 Indication of phraseology in the dictionaries

From what we have observed all three dictionaries include phraseological units and they use various techniques so that the users could identify them:

Labels:

The labels are one of the most important and surely the most obvious way to inform about the existence of an idiomatic expression. Usually the labels are given in abbreviation. This practice contributes importantly to the space economy of the printed dictionaries and it allows the user to concentrate on the given information. Even though the labels that denote phraseology (*idm, phr v, expes*, etc.) are relatively easy to be recognized by the readers, normally they should be also included in an abbreviation list. So, the users – who generally have already a level of familiarity with dictionaries- should not find it hard to understand them.

Oxford dictionary uses systematically the labels **IDM**, **PHR V** and *ιδιωμ.* (idiomatic)

Collins dictionary don't use any labels

WordReference uses a separate column for *σύνθετοι τύποι* (compound types) and occasionally the labels: *v expr έκφρ-φρ, vi phrasal, expr, περιφρ.*

Symbols:

The symbols are another common means for demonstrating a phraseological unit in a dictionary. In printed editions, the symbol saves much space for the lexicographer and it generally highlights the given expression. On the other hand, the user can notice that there is something special with

the expression after the symbol, but it depends on their familiarity with the dictionary symbols and their general linguistic competence to identify the reason why this expression is given separately. In these cases, it is very important that the symbols are explained in the dictionary guidelines.

- ✓ Among the three dictionaries, only **Collins** uses special symbols to indicate phraseology: white triangle □ for idioms and black triangle ◼ for phrasal verbs.
- ✓ While **Oxford** uses the tilde symbol ~ for economy reasons, in order not to repeat the headword, which saves much space for the printed dictionary, however it might not be very pleasant for the reader.

Presentation:

Another good practice for underling the phraseological units is the attention paid by the lexicographer and the dictionary graphic designers to the presentation of phraseology in the article. There are several ways of presenting the idiomatic expression: specific color, italics, bold, change of font or size of letters, etc. The important here is to include a specific mark to “catch the eye” of the reader so that they will suspect that there is a specific information in this particular point. Of course, this practice might not be sufficient for the user to understand the specific semantic or functional characteristics of a marked expression, but this can function complementarily to the other techniques (labels, symbols, etc.) and an explanation in guidelines might also be necessary in this case as well.

- ✓ In **Oxford** dictionary idioms and phrasal verbs are in blue color and bold font.
- ✓ In **Collins** the phraseological units are in bold characters, while phraseological units are in bold characters and blue color.
- ✓ In **WordReference**, there is no special style for phraseology, they are marked in bold and are underlined, such as all the other entries of the dictionary.

Position:

Another important factor in the identification of a phraseological unit, is its position in the article. The lexicographer by placing phraseology in a special position in the dictionary article it makes it easier for the user to recognize it.

- ✓ In **Oxford** Idioms follow the sense of the headword. If there are many idioms they are grouped together in a numbered sense that is highlighted with the label **IDM**.
- ✓ In **Collins** they are also placed under the last sense of the headword.
- ✓ In **WordReference**, they are in a separate column, and in most of the cases, the user can find them as a separate entry as well.

Other:

As we have noticed, all three dictionaries don't contain some of the phraseology separately but they include it as an example of usage. This is an alternative approach, even though it might not have been done on purpose, it results the presence of the phraseology in an indirect way. Additionally, as it is given in an illustrate phrase, the user can also benefit from the context provided. Nevertheless, we should not that it is possible that the user might not understand the idiomatic character of the expression, since it is not presented explicitly as such.

4.7 Phraseological taxonomy in the dictionaries



In regards to the phraseological categories, we can see that the three dictionaries, even though they make a kind of separation they don't actually proceed to further categorization, according to the various theoretical taxonomies. More specifically:

- ✓ **Oxford** makes the distinction between 'idioms' and 'phrasal verbs'.
- ✓ **Collins** separates between 'phrases' and 'phrasal verbs'.
- ✓ **WordReference** does not make a distinction. All phraseology is included in the columns of compound types, however, in some cases they mark some categories, such as verbal expression *v expr*. In the Greek equivalent, they use two labels (*εκφρ.* For expression and *φρ.* for phrase) but with no clear division criteria.

However, is the lack of systematic sub-division of phraseology so essential for the users? Or the extensive phraseological taxonomy would create an excessive amount of information, which could lead to confuse the reader? We believe that the users should primarily be able to identify a phraseological unit in the dictionary article. This means that the dictionary should help them recognize a multi-word unit that is characteristic of the source language, has the feature of idiomaticity, and its correct usage makes the speaker more proficient in the source language, and brings them closer to the source culture. So, as a first step, labeling or marking in a specific way a phraseological unit is essential, so that the user can know that the phrase has an idiomatic meaning. However, labeling as idiom all the categories of phraseological units, does not allow the user to understand the essential differences among the various types (for example, a metaphor-based idiom like *put in a box* and a formula like *on the contrary*). In case of non-native speakers this can lead to a misuse of the expression.

4.8 Overview

In the table below we can see briefly the practices of the three dictionaries.

	OXFORD	COLLINS	WordReference
labels	IDM PHR V <i>ιδίωμα.</i> (σε φράσεις) – only in Greek: “in (certain) expressions”	No labels	<i>σύνθετοι τύποι</i> (compound types – in a separate column). <i>v expr έκφρ-φρ</i> <i>vi phrasal</i> <i>expr</i> <i>περίφρ</i>
Symbols	Tilde for repeated headword ~	white triangle for 'phrases'  black triangle for 'phrasal verbs' 	No symbol
Presentation	(both for idioms and phrasal verbs) blue color bold font	(for idioms) bold characters (for phrasal verbs) Blue color bold font	No special type (Bold font and underlined - as the other entries)

Position	Follow the senses of headword	Follow the senses of headword	Include separate phraseology column Separate entry
other	Some phraseology is included as example of usage	Some phraseology is included as example of usage	Some phraseology is included as example of usage
Sub-categories	Idioms-phrasal verbs	Phrases- phrasal verbs	No clear distinction

Table 4-1 Visualization of phraseology in the three dictionaries

4.9 Conclusions

After examining the three dictionaries, we can conclude about the way they present phraseology both in terms of design and taxonomy.

Oxford dictionary uses labels, which makes it easier for the users to recognize the phraseological units and they are marked in blue color and in bold font so that they are easily identified. They use the term “idiom” (even though they are not all the expressions of this group typically pure idioms), which is however a common term to be used for the multi-word units. The users, even if they don’t have a specific linguistic background, they can understand the concept of phraseological units if they see the word “idiom”. Of course, they also use some complementary means to highlight the phraseology, such as specific presentation style (blue color and bold font) and they place in the end of the entry’s senses, so it will be noticeable. On the other hand, even though -in the introductory notes- **Oxford** distinguishes between “vivid, colorful phrases and saying” (such as *you can’t have your cake and eat it*) and “fixed expressions” with more discursal function, such as greetings, there is no such distinction in the dictionary articles. So, the information about the specific function of each expression is not provided to the user. However, the basic distinction made is between the idioms and phrasal verbs. This distinction is very important for the users of the dictionary, especially for learners. Phrasal verbs are a very important element of English language, with specific semantic, grammatical and cultural features and some verbs might form various phrasal verbs- and many of them with more than one senses. So for these reasons it is important that the dictionary includes them in a separate area and give them a label to underline their special nature.

Collins dictionary does not use the labels, but symbols, in combination with the bold font characters and blue color (for the phrasal verbs), as well as their position in the end of the headword’s senses, to indicate phraseology. The use of the symbols is a nice technique to make the phraseology evident, but the problem with them is that if the user –especially the non-native speakers of English and the entry level speakers - don’t look the guidelines for their explanation, it is likely that they will not understand their meaning, let alone the difference between them. **Collins** makes also the distinction between ‘phrases’ and ‘phrasal verbs’, but there is no further taxonomy of the various types of phrases, which does not allow the user to know the level of idiomaticity of any phraseological unit, which might lead to non-proper use of it.

Finally, **WordReference** uses some labels (*v expr έκφραση, vi phrasal, expr, περιφραση*) but it is evident that there is no consistent practice regarding the characterization of phraseological units. They don’t use a specific style to mark the idiomatic expressions, but they appear as the rest of the entries, without any specific indication. Additionally, there is no consistent information about

the metaphorical usage, the level of fixedness and no further distinction among the various categories. However, what we can consider rather useful in WordReference, is the separation in a distinct column of multi-word expressions, as well as the practice of lemmatizing as separate headwords most of the phraseology. In this way, the users can understand that the expressions in question have their own meaning, grammatical behavior and discursal function. Nevertheless, it would be more practical if this was not restricted to some of the phraseology, but it would be applied to all of it. This would not create confusion to the users who would might assume that if they cannot find an expression when they search it as a headword or is a specific compound column then it is not included at all in the dictionary.

Another point we have discovered in our examination was that all three dictionaries don't contain some of the phraseology separately but they incorporate it as an example of usage (by 19,44% in Oxford, 5.68% in Collins and 5,68% in WordReference). The positive aspect of this different approach is that the phraseology is present in the dictionary, even if it is not given in its usual position in the microstructure. The users will be able to find it and as it is given in an explanatory example, they will also have access to more linguistic context. On the other hand, there is always the risk that since the dictionary does not present the phraseology separately, the users will not understand the idiomatic character of the expression by looking only the illustrative phrase, which contains it.

4.10 Improvement

Given the specific properties of phraseology, we believe that the dictionary should provide to the users the means to identify it. The commonest method for this is the labeling. The lexicographers can consult the relevant theoretical approaches in order to decide which are the most appropriate terms for labeling the phraseological units in their dictionaries. Of course, they should always keep in mind the users' needs and their ability to understand the given terms.

Alternatively, they can use other lexicographical methods to highlight the phraseology in the dictionary. For example, they can take advantage of their position in macrostructure or microstructure. A phraseology would be easier visible if it was placed in the end of the lexicographical article, under the senses of the headword, or if it was given as a separate headword.

On the other hand, another effective practice to denote idiomaticity – that as we have seen the three examined dictionaries also adopt in a certain degree- is to use alternative means to indicate phraseology and its distinct categories. This information can be complementarily included in other parts of the microstructure, such as illustrative examples, register label, lemma arrangement, translation etc. The translation in specific can be of much use in this case, since the reader will identify the idiomatic usage in the equivalent in target language. However, the problem here arises when there is no perfect equivalent in the target language and the lexicographer provides a paraphrase. In this case, the non-native speakers of source language might not understand that the specific expression is a phraseological unit, so the lexicographer should make sure to indicate it with other means, as suggested above. In order to collect this complimentary information, the lexicographer can rely on parallel corpora, from where they can retrieve suitable translation and examples of usage.

With respect to the taxonomy of phraseology, as we have seen, there might be great differences among the various types. Therefore, we consider very important for the users of a bilingual dictionary to receive such information. In order to improve the description of phraseology as regards to their categorization, the lexicographers can use a basic sub-division. Avoiding the excessive and complicated details, which might not be user-friendly, they can provide a clear and most importantly consistent categorization, which will help the readers to identify the phraseological units and their idiomatic characteristics. The linguistic literature (as we have seen in the theoretical chapter of the thesis) is rich in theoretical approaches regarding phraseological taxonomy and terminology. The lexicographers can rely on the theory to adopt the most appropriate for their goals model in order to incorporate it in the dictionary.

4.11 The role of the corpus

Even though the corpus cannot be much useful to the lexicographers for deciding the ways (labels, symbols, etc.) to mark phraseology in a dictionary (this is actually a decision made by the lexicographers and their editors and it depends on the linguistic approach they adopt each time, or the dictionary strategy in total), it can be really helpful in the process of deciding if a multi-word unit is actually an idiom or not. As we have seen, many of the corpus phraseological units are either missing in the dictionaries examined, or if included they are demonstrated as examples of usage. This means that the resources of the lexicographers – which are usually other monolingual or bilingual dictionaries – cannot help them to identify the idiomaticity of a number of expressions. If the dictionary makers, however, would rely on the corpus data to select their entries and determine the level of idiomaticity of a phraseological unit, especially the level of fixedness and frequency, then they would ensure to include a larger and more representative spectrum of phraseological units, which would be marked as such. In this way, the dictionary could ensure as much as possible that the users can identify the idiomaticity of an expression and receive the adequate information in order to understand its meaning and use it properly. On the other hand, the information retrieved from real linguistic data, such as the actual usage of an expression and its specific idiomatic features, could help the lexicographer to decide the category in which it belongs and therefore to classify it as such in the dictionary.

4.12 Chapter Summary

In this chapter of the thesis we discussed the way the three dictionaries denote phraseology, by examining their practices regarding the presentation, the terminology and the taxonomy of phraseological units. More specifically, we analyzed the labels, symbols and other means of presentation they use, focusing on the level of effectiveness towards the user's needs. On the other hand, we examined the classification of phraseology, as presented in the three dictionaries, evaluating the importance of this information for the users. We have also discussed the issue of idiomaticity and how the lexicographer can identify the phraseological units, which would include in the dictionary. finally, we proposed ways of improvement and we discussed about the role of the corpus on this lexicographic issue.

5 GRAMMATICAL AND SYNTACTIC INFORMATION

5.1 Chapter Introduction

In this chapter we will examine the presentation of the grammatical and syntactic information in the three dictionaries. We will demonstrate the practices adopted by each of them, we will examine a sample of phraseological units and detect the main problems of their lexicographic illustration concerning grammar and syntax and we will discuss about the lexicographic practices that can improve the presence of this information in the bilingual dictionaries. Finally, we will also reflect on the level of usefulness of the extensive and complex grammatical and syntactic information in the bilingual dictionaries.

5.2 Theoretical background

The information about grammar and syntax is an important part of monolingual and bilingual dictionaries. As Landau (2001:114) points out, the information about grammar is more important for the learners, rather than the native speakers. Thus, most of ESL dictionaries of the '60s and '70s usually tended to contain an extensive and detailed amount of grammatical information, which finally proved not efficient as their complexity lead to confuse the users. After the '80s the dictionary makers leaned to more simplified grammatical information, which includes separation between count nouns and mass nouns, information about verb patterns, the gradability of adjectives and adverbs, and complements that typically follow certain verbs (Landau 2001:114). On the other hand, Landau argues that grammatical information is equally important in the bilingual dictionaries as well (Landau 2001:114), especially in cases where the target language equivalent is of different grammatical type (count noun instead of mass noun for example). As Landau points out, (Landau 2001:116) in bilingual dictionaries, the grammatical categories of the source language vocabulary and its corresponding translations should be consistent.

The important role of grammatical information in the dictionaries does not apply only to entry-words, but also to phraseology. The grammatical behavior of phraseology is essential information both for native and non-native speakers of a language. The dictionary users should receive as much as information possible about the grammatical and syntactic behavior of phraseology. In the case of bilingual dictionaries, the grammatical and syntactic characteristics of phraseology determine their correct usage, therefore it is very important for the users to receive the relevant information both for the original and the equivalent. In this chapter we will see how the bilingual English-Greek dictionaries deal with the issue of providing grammatical information, we will analyze some examples and discuss on the findings.

5.3 Oxford dictionary

As we noted before, Oxford dictionary offers a long introduction about the dictionary usage, including the grammatical information. According to these notes, Oxford uses part-of-speech labels for the headwords, compounds, and derivative (n for noun, v for verb, etc.) all of which are included in a label list. For the nouns, they also indicate [C] for countable and [U] for uncountable, **n pl**, when the word is used in plural, "the~", when a noun is usually in singular and preceded by the article "the". As for the verbs, they are classified as transitive: **vt**, intransitive:

vi, or both: **vti**, while the reflected verbs are marked as: ~ **oneself**. Oxford also includes information about inflections, right after the headword (tenses, plural, comparatives/superlatives, etc.), and they also mark the irregular types: **irreg**. Regarding the syntax, if a word is followed by a preposition, this is indicated in bold type right after the part-of-speech label or a sense number. Finally, to show the structure which follows particular words, Oxford uses the indications: **sb** (somebody), **sth** (something), which sometimes are in brackets: ~**sb (of sth)** in cases where they can be omitted.

All these concern mainly the single words. But what about phraseology? We can observe from examining various expressions that Oxford includes some grammatical information such as:

Part-of-speech indication:

- ✓ **egg head n (λαϊκ.)** διανοούμενος, καλαμαράς
- ✓ **name day n** ονομαστική εορτή

In these examples the lexicographer provides the part-of-the speech information, but not further details, such as countable/uncountable, plural etc.

- ✓ **head-on adj** μετωπικός, adv κατά μέτωπο.

Here the expression can be used both as adjective and as adverb. The lexicographer makes the distinction indicating the part-of-the-speech and providing two different translations.

However, we can observe that the practice of part-of-the speech indication is not consistent throughout the dictionary. In many cases, there is no such sign. For example:

- ✓ **a close call: 11. IDM a close call-thing** παρολίγο δυστύχημα/καταστροφή
- ✓ **so-and-so** (όταν αποφεύγουμε να ονομάσουμε ή να χαρακτηρίσουμε εκπ) (ο) τάδε, (ο) λεγόμενος
- ✓ **point of view** άποψη
- ✓ **out of the question** εκτός συζητήσεως, αδύνατο

In these cases, the phraseological unit even if it is consisted from more than one word, it functions as a single entity and belongs to a specific part-of-speech (noun in the examples above). It is very important that this information should be included in the bilingual dictionary, especially in cases where the translation does not have the same function (for example the phraseology *state-of-the-art* in English is both a noun and an adjective while its Greek translation *τελευταία λέξη της τεχνολογίας* is only a noun).

- ✓ **hand-me-down n** αποφόρι, μεταχειρισμένο πράγμα (που δίδεται σε κπ.)

In this case, we have the indication of part-of-speech, but only for the noun, not the adjective. However, as we can see in the corpus, this multi-word expression is also used as a noun modifier: *hand-me-down book*:

TED Parallel EN-GR Corpus:

*I did not want to have to have **hand-me-down books**.*

*Δεν ήθελα να έχω **μεταχειρισμένα βιβλία**.*

English Web 2013 Corpus:

sell plain tunics, can it? Nah, it's for the **hand-me-down**
but it's the choosing of books, the oral **hand-me-down**
of teenagers who inherited and customized " **hand-me-down**
to their own vehicles, whether second-hand **hand-me-down**
or
. All we have is our tiny little crutch and **hand-me-down**
gaunt, haggard, dressed in what looked like all **hand-me-down**
, baseball gloves and birthday parties, **hand-me-down**
the zipper keeps the jacket warm. There is a **hand-me-down**
inside of a KVM virtual machine until now. I **hand-me-down**
got a
and triumphs of sharing. **Hand-me-down**
clothes, /
) , this poem—an exuberant celebration of **hand-me-down**
n't have to look long. My poor son is the **hand-me-down**
victim of
died after 2 years. Hakim wears old, worn-out **hand-me-down**
and Mod Podge, you can do just that. **Hand-Me-Down**
</p><p> 2. Update a
when I was in the first grade, and I got a lot **hand-me-down**
of her

tunics , I guess.
folklore , and supernatural *elements*
jalopies " were young males, young
females were
family cars, a trend reflected in the
growing
cap.
clothes from a bygone time. She had some
trouble
bicycles , stuffed animals, crayoned
drawings
label inside so you can keep track of to
whom the
USB webcam. I plug the webcam into any
of my
clothes , / Worn outgrown clothes, / Not-
my-own
clothes —is just as relevant and accessible
assault . He barely got anything brand new
to
clothes most days, only donning a formal
smock
Dresser . Do you see that dresser top with
the
clothes . </p><p> JM: At the time of that
picture, what do

Syntactic information:

- ✓ **(can/can't/could(n't) help doing sth** μπορώ / δεν μπορώ να (αποφύγω να κάνω κάτι).
- ✓ **get at/to the roof of sth** φθάνω στη ρίζα ενός θέματος
- ✓ **open sb's eyes** ανοίγω τα μάτια κάποιου

Here in these cases, the dictionary provides information about syntax. This information is very valuable for encoding purposes, as the user will need it in order to be able to proceed in language production in Greek.

Prepositions:

As we have seen before, Oxford provides information about the prepositions that accompany some words. If the preposition is a part of a common phrase, then it is shown in an example:

- ✓ **in combination with:** as an example: **in ~ with** σε συνδυασμό με.

We can see therefore, that Oxford includes a number of fixed grammatical patterns (prep+noun+prep) as examples (*in combination with*). These expressions can be considered phraseological units, but they are not marked as such. In any case, they are still included in the dictionary where the user can find their translation and their grammatical function.

From what we can observe, Oxford provides grammatical and syntactic information only for the source language, but not for the target one²⁶. This could be confusing when the translation equivalent belongs for example in a different grammatical category²⁷.

If the reader is not a Greek native speaker, then it would not be easy to use the Greek equivalents, without any grammatical or syntactic information and this gives the impression that the dictionary is designed to be used for decoding purposes only, having only the speakers of the target language in mind. However, as we have commented in previous chapters, the dictionary is supposed to be used both for encoding/decoding. Even though Greek native speakers are more likely to use it, nevertheless, because of the absence of any other encoding dictionary to be used for language production, it is very important that the bilingual dictionary should serve both purposes as much as possible.

Illustrative examples:

Oxford also provides information about grammar in an indirect way. The information is incorporated in the examples of usage:

✓ **it's a pity**

(με αόρ. άρθρ.) κρίμα: *it's a ~/what a ~ (that) you can't come.* Κρίμα/τι κρίμα που δεν μπορείς να έλθεις.

5.4 Collins dictionary

Collins provides a lot of grammatical and syntactic information both for origin lemmas and target equivalents. There are no introductory notes about grammar, but the abbreviation list includes all labels referred to grammar and syntax:

CC: accusative	NT: neutral
ADV: adverb	NUM: numeral
AUX VB: auxiliary verb	o.s.: oneself
COMPRAR: comparative	PL: plural
CONJ: conjunction	pp/PP: past participle
CPD: compound	PREP: preposition
DIMIN: diminutive	PRON: pronoun
EXCL: exclamation	Pt/PT: past tense
F: feminine noun	sb: somebody
GEN: genitive	SG: singular
IMPERS: impersonal	sth: something
INDEF ART: indefinite article	SUPERL: superlative
INV: invariable	VB: verb
irreg: irregular	VI: intransitive verb
M: masculine noun	VT: transitive verb
N: noun	κτ: something/κάτι

²⁶ with the exception of the article indication, which is given in parenthesis (ο/η/το). Nevertheless, this information can indicate the gender (masculine, feminine, neutral), but not necessarily the part-of-speech (in that case, it could be a noun or adjective)

²⁷ Below we demonstrate some examples

NOM: nominative

κν, κς: somebody/κάποιον, κάποιος

Figure 5-1 List of grammatical and syntactic labels in Collins

Regarding phraseology, after examining various cases, we observe that Collins provides information about the following:

Part-of-speech indication:

In some cases, they include information about the part-of-speech of multi-word units. This applies mainly in nouns, adjectives and adverbs:

- ✓ **better off** ADJ που έχει μεγαλύτερη οικονομική άνεση

However, we have observed that in some cases, the part-of-speech indication is missing:

all over/over and over

f: **all over** (*everywhere*) σε όλο, παντού

▷ **over and over** (**again**) ξανά και ξανά

Figure 5-2 Example of part-of-speech absence in Collins

This denotes a lack of consistency and could create problems to the users, especially in cases where the original and translation do not share the same grammatical characteristics (for example “all over” is an adverb, while one of the Greek equivalents “σε όλο” is a prepositional phrase).

Syntactic information:

We observe that the dictionary provides some information about the syntactic behavior of phraseological units, as in the examples below:

- ✓ **in the wake of** ως επακόλουθο (+GEN)
- ✓ **to give sb a bad name** δυσφημώ (κν)
- ✓ **hive off** (inf) VT (company) πουλάω μέρος (+GEN)

The dictionary informs that the phrasal verb here is a transitive verb and that the Greek translation is followed by a noun of genitive inclination.

- ✓ **to give sb a lift** πάω κν με το αυτοκίνητο.

Here the dictionary gives the indication that the verb is followed by an indirect object, both for the original (sb) and its translation (κν).

It is very important that the information is given both in origin and target language. This will help both native and non-native speakers and the dictionary can function both for encoding and decoding purposes. However, we can observe a lack of consistency, as some grammatical information for Greek equivalents is given in Greek and others in English: (+GEN), (κν).

Illustrative examples:

Of course, this kind of information mentioned above can be also incorporated in the examples of usage, as below:

- ✓ **as if or though** σαν να, λες και □ **he looked at me as if I was mad** με κοιτάζε λες και *or* σαν να ήμουν τρελός

Here we can see the syntactic pattern of the expression *as if*/or *as though* illustrated in the example given by the dictionary.

5.5 WordReference dictionary

WordReference includes plenty of information about grammar and syntax for its lemmas and for the phraseological units. Although it does not include any introductory guidelines, it provides an abbreviation list, where we can find the labels about grammar and syntax that are used throughout the dictionary. Here is what is included:

English Term	English	Greek	Greek Term
	Abbreviation	Abbreviation	
accusative		αιτ.	αιτιατική
pronoun	pron	αντων.	αντωνυμία
infinitive	inf	απαρ. or απρμφ.	απαρέμφατο
impersonal		απρόσ.	απρόσωπο
article	art	άρ.	άρθρο
reflexive/pronominal verb		αυτ.	αυτοπαθές
genitive		γεν.	γενική
gerund	ger	γερ.	γερούνδιο
singular		εν.	ενικός
active		ενερ.	ενεργητικό
present		ενεστ.	ενεστώτας
(future) continuous		μελ.εξ.	εξακολουθητικός
adjective	adj	επίθ.	επίθετο
adverb	adv	επίρ.	επίρρημα
interjection	interj	επιφ. or επίφων.	επιφώνημα
exclamation	excl	επιφ.εμφ.	εμφατικό επιφώνημα
interrogative		ερωτ. or ερωτημ.	ερωτηματικός
vocative		κλητ.	κλητική
somebody, someone	sb	κπ	(σε) κάποιον
something	sth	κτ	κάτι
augmentative		μεγ. or μεγεθ.	μεγεθυντικό

future tense		μελλ. or μέλλ.	μέλλοντας
figurative		μτφ.	μεταφορά
participle		μτχ.	μετοχή
past participle	pp	μτχ.παθ.	παθητική μετοχή (παρακειμένου)
nominative		ον. or ονομαστ.	ονομαστική
indicative		ορ. or οριστ.	οριστική
noun masculine		ουσ.αρ.	αρσενικό ουσιαστικό
		ουσ.αρ.πλ.	plural
		ουσ.αρσ.εν.	singular
noun feminine		ουσ.θηλ.	θηλυκό ουσιαστικό
		ουσ.θηλ.εν.	singular
		ουσ.θηλ.πλ.	plural
noun neutral		ουσ.ουδ.	ουσιαστικό ουδέτερο
		ουσ.ουδ.πλ.	plural
noun plural	npl	ουσ.πλ.	ουσιαστικό πληθυντικός
passive		παθ. or παθητ.	παθητικό
present perfect		παρακ.	παρακείμενος
imperfect tense		παρατ.	παρατατικός
preposition		προθ.	πρόθεση
imperative	imp	προστ. or προστακτ.	προστακτική
intransitive verb	vi	ρ.αμ.	αμετάβατο ρήμα
auxiliary verb	v aux	ρ.βοηθ.	βοηθητικό ρήμα
transitive verb	vtr	ρ.μετ.	μεταβατικό ρήμα
simple (future)		στ.	στιγμιαίος
conjunction	conj	σύνδ.	σύνδεσμος
contraction	contr	συνηρ.	συνηρημένο
future perfect		συντελ.	συντελεσμένος
subjunctive		υπ. or υποτ.	υποτακτική
past perfect		υπερ. or υπερσυντ.	υπερσυντέλικος
diminutive		υποκ. or υποκορ.	υποκοριστικό

Table 5-1 List of grammatical and syntactic labels in WordReference

As we can see this is a rather extensive list. Most of the English labels are not given in abbreviation (e.g. future perfect), while all the Greek ones are given in abbreviation. In some cases – in the Greek labels- they give two types of abbreviation (e.g. υποκ. or υποκορ.). We can also see that not all the labels are given in both languages. More specifically this is the case of noun (masculine/feminine and neutral), where the singular/plural label is only given for the Greek equivalents, which depicts the differences between Greek and English grammar on this matter.

As regards to phraseology, given the fact that there are no introductory notes about the dictionary, we examined a number of expressions, in order to determine the practice on grammatical and syntactic information. As with the case of the two paper dictionaries, it includes information about part-of-speech and syntax:

Part-of-speech indication:

✓ **on the contrary**

<u>English</u>	<u>Greek</u>
on the contrary <i>adv</i> (not at all, quite the opposite)	αντιθέτως <i>επίρ</i>
You think people can't change? On the contrary, they can!	

Figure 5-3 WordReference: lemma "on the contrary"

✓ **even though**

<u>Αγγλικά</u>	<u>Ελληνικά</u>
even (although, despite the fact that)	παρόλο, αν και <i>σύνδ</i>
though <i>conj</i>	
I decided to walk to the library even though it was raining.	
Παρόλο που έβρεχε, αποφάσισα να πάω στη βιβλιοθήκη με τα πόδια.	

Figure 5-4 WordReference: lemma "even though"

In the examples above, the dictionary provides the information for the part-of-speech (adjective, adverb). What is interesting is that it includes information both for English expressions and their Greek equivalents. The information of English lemmas is given in English and in Greek respectively for the Greek translations.

✓ **state of the art**

<u>English</u>	<u>Greek</u>
state of the art, (cutting edge, advanced)	τελευταία λέξη της τεχνολογίας
state-of-the-art (μεταφορικά)	<i>ουσ θηλ</i>
<i>adj</i>	
Our new TV uses state-of-the-art technology to provide the best picture and sound.	
state of the art, (advanced technologically)	τελευταία λέξη της τεχνολογίας
state-of-the-art (μεταφορικά)	<i>ουσ θηλ</i>
<i>adj</i>	

Figure 5-5 WordReference: lemma "state of the art"

In the expression *state of the art*, the dictionary provides the part-of-speech indication both for the English expression and the Greek equivalent. Even though the dictionary provides only the adjective, and not the noun function, in both cases, the Greek translation is a noun (*τελευταία λέξη της τεχνολογίας*, literary *last word of technology*). So, it is very important that the dictionary provides this information for the users, in order to avoid confusion both for English and Greek speakers.

✓ **all about**

<u>English</u>	<u>Greek</u>
all about <i>adv</i> UK (in the surrounding area, all around)	γύρω, τριγύρω <i>επίρ</i>
all about <i>adj</i> (on the topic of) I want to hear all about your trip.	σε σχέση με, σχετικά με <i>επίρ</i>

Figure 5-6 WordReference: lemma “all about”

The second sense of the expression *all about* functions as an adjective, whereas the target equivalent is an adverb. In such cases, a lexicographical note, as well as an example of usage can be useful for the reader to notice the part-of-speech difference.

✓ **not at all**

<u>English</u>	<u>Greek</u>
not at all <i>adv</i> (in no way, to no extent)	καθόλου, επ' ουδενί <i>έκφρ</i>
My boss was not at all pleased with my work, so he fired me.	

Figure 5-7 WordReference: lemma “not at all”

In the expression *not at all* - we can see that the lexicographer indicates the part-of-speech of the source language expression (which is adverb), but for the Greek equivalent it includes the label *έκφρ* (from *έκφραση*, which means expression). This shows a lack of consistency and is likely to create confusion to the non-native Greek speakers.

Syntactic Information:

Here are some examples of syntactic information given in the WordReference for phraseological units:

✓ **get stuck**

<u>English</u>	<u>Greek</u>
get stuck <i>vi + adj</i> (unable to move)	(μεταφορικά) κολλάω <i>ρ αμ</i>
The car got stuck in the mud and a local farmer had to pull it free with his tractor.	
get stuck <i>vi + adj</i> <i>figurative</i> (unable to proceed)	(μεταφορικά) κολλάω <i>ρ αμ</i>

Figure 5-8 WordReference: lemma “get stuck”

✓ **act on**

<u>English</u>		<u>Greek</u>
act on [sth] <i>vtr phrasal</i> <i>insep</i>	(respond)	ενεργώ ρ μ
	Olga acted on the email she received.	
act on [sth] <i>vtr phrasal</i> <i>insep</i>	(have effect)	επιδρώ, επηρεάζω ρ μ
	The engraving was the result of the acid acting on the metal.	

Figure 5-9 WordReference: lemma “act on”

Illustrative examples:

As in the two other dictionaries, WordReference also incorporates the grammatical information in the illustrative examples, like the expression *have no idea* +how/why etc.:

✓ **have no idea**

<u>English</u>		<u>Greek</u>
have no idea <i>v expr</i>	(not know)	δεν έχω ιδέα φ ρ
	I have no idea how I'm going to get home now my car's broken down. I have no idea how she found out.	

Figure 5-10 WordReference: lemma “have no idea”

5.6 Problems

In order to determine about the efficiency of the information provided by the dictionaries about grammatical and syntactic characteristics of phraseological units, we followed the following steps: First we examined a sample of phraseology in the three dictionaries, and then we compared this phraseology with the corpus findings. The idea is that the corpus depicts the actual use of the language, therefore, the grammatical and syntactic patterns appear in the corpus are good candidates to be incorporated in the dictionaries. Below we list a number of examples, where the dictionaries information was different than the corpus findings.

✓ **end up**

Oxford:

λόγο του με μια αστεία ιστορία. **end up** τελειώνω, καταλήγω: *If you go on like that you'll ~ up in prison.*
Αν συνεχίσεις έτσι θα καταλήξεις στη φυλακή. ► **end-**

Figure 5-11 Oxford: lemma “end up”

Collins:

- **end up** vi: **to end up in** (place) καταλήγω σε
□ **Many of their friends have ended up in prison for terrorist activities** Πολλοί από τους φίλους τους έχουν καταλήξει στη φυλακή για τρομοκρατικές ενέργειες **He ended up in tears** Κατέληξε να κλαίει

Figure 5-12 Collins: lemma “end up”

WordReference:

English	Greek
end up vi phrasal	καταλήγω ρ αμ
informal (arrive in, at)	(αρνητικό) καταντάω ρ αμ
I hoped by taking the metro I would end up in central Paris.	

Figure 5-13 WordReference: lemma “end up”

We observe than the three dictionaries they mention only one syntactic behavior of the phraseology: *intransitive verb* (VI) which is followed by the preposition *in*: *end up in*. However, as we can see in our corpus, *end up* can have other syntactic behaviors as well:

TED Parallel EN-GR Corpus:

so **I ended up arming** myself with a plastic fork

κι έτσι **κατέληξα** οπλισμένη με ένα πλαστικό πιρούνι

Well, he didn't **end up with** high-end art and luxury houses without help.

Δεν **έφτασε να έχει** υψηλή τέχνη και πολυτελή σπίτια, χωρίς βοήθεια.

Whether you know it or not large numbers of students begin in pre-med or pre-engineering and engineering and **they end up changing** their majors.

Είτε το ξέρετε είτε όχι ένας μεγάλος αριθμός μαθητών ... ξεκινούν με ιατρική ή μηχανική και **τελικά αλλάζουν** πορεία.

and those who would **end up** working for the knowledge workers

και σε αυτούς **που θα δουλεύουν** για τους προηγούμενους

That did **end up with** vulnerable people in Afghanistan being exposed.

Αυτό πράγματι **κατέληξε με** την έκθεση ενόλων ανθρώπων στο Αφγανιστάν.

They use these to design with and they design for them which is why **we end up sitting** in restaurants that look like this

Τα χρησιμοποιούν και σχεδιάζουν για αυτά γι'αυτό **καταλήγουμε σε** εστιατόρια που δείχνουν κάπως έτσι

But if we're going to see what went wrong we're going to **end up** with the same five revolutions.

Αν όμως δούμε τι έγινε λάθος θα **καταλήξουμε με** τις ίδιες πέντε επαναστάσεις.

What's **ended up happening** over the past few decades is the kind of coverage that you had as a head of state or

Αυτό που **κατέληξε να συμβαίνει** τις τελευταίες δεκαετίες είναι αυτού του είδους η κάλυψη που υπάρχει ως αρχηγός κράτους

So the space shuttle **ended up costing** a billion dollars per flight.

Έτσι το διαστημικό λεωφορείο **κατέληξε να κοστίζει** 800 εκ. ευρώ για κάθε πτήση.

This **ended up giving** him control in Telecom Italia with a leverage of 26.

Στο τέλος **κατέληξε να ελέγχει** την Τέλεκομ Ιταλία. με πολλαπλασιαστή 26

In fact, as we can see in the monolingual corpus below, the syntactic pattern *end up* + *gerund* is particularly common:

English Web 2013 Corpus:

in turn can cause gutters to overflow and water **ends up** dripping down the fascia boards or worse it runs
it runs down the side of the building which can **end up** causing damp problems or subsidence problems.
exception. Except off the back of one meeting **ended up** falling into an opportunity to give the Lead
I
. So, what is the nightmare in question? You **end up** seeing your website located on the very bottom
may
you attract, the more sales and sign ups you will **end up** attracting over time in order to create a wildly
sums... I think if I bought a van like this I might **end up** having to get rid of the Volvo and make the van my
between marked checkpoints on a map and **end up** at the evening's campsite within a specified
start on the map. Wow, another long long trek. **ended up** jogging much of it – absolute pain on my feet! We
We
idealistic choice to "save the trees" could **end up** making your life difficult. Down with the trees
I thought: ay-up, this is quite fun this. So I **ended up** staying on it and I never went to art college.
But
fats from whatever was cooked in the pits **end up** on the river cobbles used to retain heat in them.
could
, he's dripping wet and she turns round and she **ends up** telling him how she just puts out the rubbish and
, detergents and disinfectants which were **ending up** in the system... Naturally, people turned to
up
...
Normally, a shuttle ticket would **ended up** in the street Litter-Vapourizer (Keep Earth
have
proper for this sort of thing, the comment **ends up** in the RSS – maybe that's wrong? Doesn't seem to
form
n't seem to be normal. Existing comments also **end up** in the RSS version of entries, but do not have
blog carnivals, the more blog traffic you will **end up** with.
Learning how to avoid these three
common
hopes of becoming professional athletes, but **ended up** taking a circuitous route that has led them

✓ **spend time**

Collins

▷ **to spend time/money on sth** ξοδεύω χρόνο/ χρήματα σε κτ □ *He spends a lot of time on his homework* Ξοδεύει πολύ χρόνο στη δουλειά στο σπίτι

Figure 5-14 Collins: lemma "spend time"

In Collins dictionary they provide the syntactic pattern *spend time/money on sth*. But as we see in the corpus, the expression is frequently followed by **-ing** form, or thaw preposition **with**.

TED Parallel EN-GR Corpus:

And people can spend an awful lot of time discussing education

I was spending all my time practicing.

*One of the reasons that I took my year off was **to spend more time with** my family*

*And it frees up the nurses and the nurse's aides from doing that mundane work of just mechanically pushing stuff around **to spend more time with** patients*

*And so I really think that we're going to be **spending more time with robots like Baxter and working** with robots like Baxter in our daily lives.*

*Now because I'm a game designer you might be thinking to yourself I know what she wants us to do with those minutes she wants us to **spend them playing** games.*

*Now this is a totally reasonable assumption given that I have made quite a habit of encouraging people to **spend more time playing** games.*

*So if you **spend these seven and a half minutes** today **doing** something that makes you happy*

Οι άνθρωποι μπορούν να μιλούν ατέλειωτες ώρες για την εκπαίδευση χωρίς ποτέ να μιλήσουν για τη μάθηση.

Ξόδενα όλο το χρόνο μου κάνοντας εξάσκηση.

*Ένα λόγος που πήρα άδεια για ένα χρόνο ήταν για να **ξοδέψω περισσότερο χρόνο για** την οικογένειά μου*

*Αυτό απαλλάσει τις νοσοκόμες και τις βοηθούς τους από τη βαρετή δουλειά του απλά να σπρώχνουν μηχανικά τα πράγματα στους διαδρόμους ώστε να **αφιερώνουν πιο πολύ χρόνο με** τους ασθενείς.*

Πιστεύω λοιπόν ότι θα περνάμε περισσότερο χρόνο με ρομπότ σαν το Μπάξτερ δουλεύοντας με ρομπότ σαν το Μπάξτερ στη καθημερινότητά μας.

*Τώρα επειδή είμαι σχεδιάστρια παιχνιδιών μπορεί να σκέφτεστε ξέρω τι θέλει να κάνουμε με **αυτά τα λεπτά θέλει να τα ξοδέψουμε παίζοντας** παιχνίδια.*

*Αυτή είναι μια απολύτως λογική υπόθεση με δεδομένο ότι συνηθίζω να ενθαρρύνω τους ανθρώπους να **ξοδεύουν περισσότερο χρόνο παίζοντας** παιχνίδια.*

*Έξυπνο σωστά; Αν λοιπόν **ξοδέψετε αυτά τα επτάμισι λεπτά σήμερα** κάνοντας κάτι που σας κάνει ευτυχισμένους*

In fact, as we can see in the monolingual corpus below, the syntactic pattern *end up + gerund* is particularly common:

English Web 2013 Corpus:

their blogs popular, and spend most of their	spend time	doing this. The longer that you blog, the more
10 hours a day, yet exhausted, and unwilling to	spend time	doing your own things because you feel bad about
, significant costs can be saved because you	spend time	exploring the usability of all potential
, Peers and Members of Parliament have been	spending time	as apprentices in businesses across Wales to
from college. </p><p> Since high school,	spent time	pursuing interests in San Diego, Florida, and
they have	spent time	following around the likes of the Grateful Dead
bluegrass, reggae and hip-hop, yet she also	spending time	in nature- I find it very calming and hugely
technique that works for me personally is	spending time	removing the gammy glue and carefully placing
night. After each time I wore them I religiously	spending time	socializing shelter cats. "Our volunteers are
want to satisfy your need for feline contact by	spending time	each day playing with the cats, getting to know
of San Clemente Animals in California. "They	spend time	building positive relationships,
are 'matched' with a child placed at Harmeny	spend time	together, each of them begins to heal. </p><p>
and	spend time	The week
long ago, and as the boys become friends and	spend time	

Santa Fe newlywed Glory Vigil , The Writing Life is an opportunity to explore the world from many perspectives and of Origin , and Child and Youth Care. She loves to meet seem really happy to meet the visitors and social enterprise, our volunteers can of Applied Communications program and has as a male-bonding activity. As a father,

spends time with her adopted college-age daughter,
spend time with the greats, to meet up-and-coming authors
spend time with many of the most fascinating characters of
spend time with her six-year-old daughter Mia, travel,
spend time talking about their beautiful country in their
spend time with you and work out, with guidance from the
spend time working in the charitable sector, as well as
spending time with your son is an important part of his

✓ **better off**

Oxford:

▷ **to spend time/money on sth** ξοδεύω χρόνο/ χρήματα σε κτ □ **He spends a lot of time on his homework** Ξοδεύει πολύ χρόνο στη δουλειά στο σπίτι

Figure 5-15 Oxford: lemma “better off”

Collins:

better off ADJ (a) (wealthier) που έχει μεγαλύτερη οικονομική άνεση □ **You could pay it back afterwards when you are better off** Μπορείτε να το πληρώσετε αργότερα όταν θα έχετε μεγαλύτερη οικονομική άνεση (b) (more comfortable etc) καλύτερα □ **She will be better off in hospital** Θα είναι καλύτερα στο νοσοκομείο
 ▷ **you're better off without him** είσαι καλύτερα χωρίς αυτόν

Figure 5-16 Collins: lemma “better off”

WordReference:

Αγγλικά	Ελληνικά
better off (richer) adj I'm much better off now I have this new job. Είμαι σε πολύ καλύτερη οικονομική κατάσταση τώρα που έχω αυτήν την καινούρια δουλειά.	σε καλύτερη οικονομική κατάσταση <i>περίφρ</i>
better off (more fortunate) adj Don't worry, you're better off without him. You'd be better off just ignoring her. Μην ανησυχείς, είσαι καλύτερα χωρίς αυτόν. Θα είσαι καλύτερα αν απλώς την αγνοήσεις.	καλύτερα <i>επιθ</i>

Figure 5-17 WordReference: lemma “better off”

In the dictionaries, we don't find the syntactic structure *better off with*, but only an example: *better off without*. On the contrary, if we examine the bilingual and particularly in monolingual corpora, we notice that the structure *better off with* is rather common, and therefore, it should have been included in the bilingual dictionaries.

TED Parallel EN-GR Corpus:

Eleanor, you'd be better off with cancer

Έλεανορ, θα 'ταν καλύτερα αν είχες καρκίνο

English Web 2013Corpus:

blog should be just fine, and more importantly, better off with
, then skip the insurance. Your family might be better off with
features are visible, you will be better off with
. Our nation's employers and employees would be better off with
to fire in a downturn. They would have been much better off with
nor Mexico. It is evident that Coahuila is no better off with
for larger operations that would be better off with
the monthly minimum payments, you should be better off with
10,000 visits a day, but in all honesty I'm much better off with
401(k) investment from 10% to 8%. You would be better off with
. So sorry, go complain to someone else, WIRED is better off with
; there will never be another Jerry!). They were better off with
, a good thing. "The big lesson is that we're better off with
system. Though I do sometimes think we might be better off with
osteoporosis and colon cancer, a woman is still better off with
to justify all that dead time. We'd really be better off with
and agree with you (again) – for me, I appear to be better off with
most people lose money in the market and would be better off with
have make it hard for me rather than easier I was better off with
modest competitive ambitions are typically better off with

an improved domain name. For some reason that
increasing your own coverage or reviewing your
a map and a working GPS, (with its grid reference
an LGBT workforce that no longer fears
a lower, but more uniform, level of protection,
Rueben Moreira. Corruption is still very much
their own internal payroll departments.
a credit card with a low interest rate even if it
the coupla hundred people who actually read my
the money in your pocket. Your Roth IRA is going
a clean break from you. Cindy, so glad you took
Warren & Jimmy Herring. And I suspect that most
this law than without it," Clinton said. But he
, say, a parliamentary system, there are
HRT in the long run, unless she has a family
a dramatically smaller (market-size
the majority of my investments in the
pensions + social security. The idea of buying
out getting this MOD. I feels like Bank of
of
moderate leg usage. The analogy is a stretch,

✓ in charge of

Oxford:

κατηγορούμαι για κτ. **be in charge (of sth/sb)** είμαι υπεύθυνος (για κτ/κπ), έχω την εποπτεία/τη φροντίδα: *Who is in ~ of this shop?* Ποιος είναι ο υπεύθυνος σ' αυτό το μαγαζί; • *The baby was in Mary's ~.* Το μωρό ήταν υπό τη φροντίδα της Μαίρης. **give sb in charge**

Figure 5-18 Oxford : lemma "in charge of"

Collins:

▷ **to be in charge (a) (of person)** έχω τη φροντίδα (+ GEN) □ ...*the nurse was in charge of several babies* ...η νοσοκόμα είχε τη φροντίδα πολλών μωρών
(b) (of machine) χειρίζομαι
(c) (of business) είμαι επικεφαλής (+ GEN) □ *Who's in charge here?* Ποιος είναι επικεφαλής εδώ;

Figure 5-19 Collins: lemma "in charge of"

WordReference:

Κύριες μεταφράσεις		
English		Greek
in charge <i>adj</i>	(having control) I'm trying to find out who's in charge here.	υπεύθυνος <i>επιθ</i>
Λείπει κάτι σημαντικό; Αναφέρετε τυχόν λάθη ή προτείνετε βελτιώσεις.		
WordReference English-Greek Dictionary © 2016:		
Σύνθετοι τύποι:		
English		Greek
person in charge <i>n</i>	(leader, manager)	υπεύθυνος <i>ουσα αρσ</i>
Λείπει κάτι σημαντικό; Αναφέρετε τυχόν λάθη ή προτείνετε βελτιώσεις.		

Figure 5-20 WordReference: lemma "in charge of"

As we show below, in the corpus we find the structure: *in charge of doing something*, which is not included in the dictionaries. for the better coverage of the grammatical behavior of this expression, we believe that the bilingual dictionaries should include such syntactic patterns.

TED Parallel EN-GR Corpus:

The day of the tsunami he'd actually been in charge of making sure the tsunami gates were closed.

Την ημέρα του τσουνάμι είχε την ευθύνη να κρατήσει τις πύλες του τσουνάμι κλειστές.

English Web 2013 Corpus:

customers and queries at once. A sales person **in charge of** receiving incoming chats could spend more time
. </p><p> If you are missing the creative gene, don't be **in charge of** creating the posts. Determine the focus and
and have someone on your staff who is **in charge of** posting. </p><p> Need a source of information and

<p>, " a pretty strong comment coming from the guy Archive and this non-profit institution is displeasure of some of those who are at present that other men could do the work, Gunn was put with the Executive Committee will be (GLO) The US government office historically eventually became the managing director of H & W mean software that people play, but rather I was fact that they came up with "the lesson" and were and hardware and so with "Walk with me! " I was in 1961, CNES has been the public agency</p>	<p>in charge of in charge of in charge of in charge of in charge of in charge of in charge of in charge of in charge of in charge of in charge of in charge of in charge of</p>	<p>running the economy—especially since the keeping outdated internet sites into the controlling the work on "atomic power". The making good airplanes out of more than 100 organizing the annual scientific program. The disposing of public land. Usually, several designing, and was familiar with every detail testing programs necessary in the process of carrying it out. The Pic Collage above shows overseeing creation of both the Activity Meter proposing and implementing French space</p>
--	--	---

✓ **do-it-yourself**

Collins:

do-it-yourself [ˈduːɪtjɔː'self] N μαστορέματα NTPL
 □ *You can get them from good do-it-yourself shops*
 Μπορείτε να τα πάρετε από καλά μαγαζιά για μαστορέματα

Figure 5-21 Collins lemma: "do-it-yourself"

As we can see in the corpora examples below, the expression can be used as a noun or as an adjective. However, Collins dictionary only mentions the noun type of the expression and not the modifier function.

TED Parallel EN-GR Corpus:

*Many of these **do-it-yourself** practices were lost in the second half of the 20th century.*

*We would like it to become a large collectively generated database of **do-it-yourself** information on smart materials.*

*he now serves in his pioneering **do-it-yourself** computer science program.*

*Πολλές από τις πρακτικές "**Φτιάξτο μόνος σου**" χάθηκαν στο δεύτερο μισό του 20ου αιώνα.*

*Θα θέλαμε να γίνει μία μεγάλη συλλογικά παραγμένη βάση δεδομένων για πληροφορίες **κάντο-μόνος-σου** σχετικά με τα έξυπνα υλικά.*

*και τις προσφέρει στο πρωτοποριακό του <<**κάν' το μόνος σου**>> πρόγραμμα πληροφοριής.*

English Web 2013Corpus:

. If you find some corners to cut, and employ some **do-it-yourself**

photos, gardening and cooking advice, **do-it-yourself**

coding skills necessary. **do-it-yourself**

Squarespace, a **do-it-yourself**

available, many people decide to go the **do-it-yourself**

344 Questions , "the creative person's **do-it-yourself**

points out in part-1 of the series, "There's **do-it-yourself**

investing and then there's really **do-it-yourself**

Procured Moves (PPM) formerly called **Do-It-Yourself**

DITY or **do-it-yourself**

is fun, but it might also represent an important **do-it-yourself**

of sloppiness. **do-it-yourself**

notion of **do-it-yourself**

on the open market, not just newbuilds. This **do-it-yourself**

" **do-it-yourself**

for home technology integrators, as well as **do-it-yourself**

. There are some hints that Google may take **do-it-yourself**

a **do-it-yourself**

created an immensely successful product for **do-it-yourself**

descriptions - Combine text and **do-it-yourself**

images for **do-it-yourself**

method. An excellent tool to help **do-it-yourself**

you with this **do-it-yourself**

for you. PowToon is the brand **Do-It-Yourself**

new **do-it-yourself**

your credit rating. Here are eight tips for **do-it-yourself**

tactics, you can create a workplace that's not

projects and the practical reader advice you

website builder , blogging platform and

route. After all, going the create your own

guide to insight, survival, and artistic

investing and then there's really

investing" .If you're wondering why you should

move. The Program can also link the service

philosophy, a technological

fire art for public consumption can challenge

shared ownership" was scrapped 15 years ago.

tips for technology integrations. Be sure to

approach, providing the technology and

email marketing. By any measure, the company is

guides - Use abbreviated infographics on

project would be a copy of a useful book authored

animated presentation tool that supercharges

debt reduction... 1. Curb [...] Impulse buying

✓ **freak out**

Collins:

► **freak out** (inf) vi (become upset) παθαίνω πλάκα

□ Well, I'm freaked out by what we're seeing

Λοιπόν, παθαίνω πλάκα μ'αυτά που βλέπω

Figure 5-22 Collins: lemma "freak out"

The dictionary includes only the intransitive mode, not the transitive, which appears in the corpus.

TED Parallel EN-GR Corpus:

Now if those 12000 chairs **freaked me out** with the sheer number I want you just for a second to think of a million people.

Εάν εκείνες οι 12.000 καρέκλες με είχαν φοβιάσει εξαιτίας του αριθμού τους θα ήθελα να σκεφτείτε για λίγο το ένα εκατομμύριο ανθρώπους.

English Web 2013 Corpus:

(Friend of a Friend) but that usually seems to **freak** people out . </p><p> Thanks for your kind words and it my favorite of the year. The Departed... **Freaks** me out a little. Whalberg, DiCaprio, and Damon feet. I must admit that looking at the pictures **freaks** me out . I can't even imagine the phone call from experience, McCain got style but don't let him **freak** you out when he tries to smile cause that smile be exercises you can do at your seat. </p><p> **freak** you out or anything, but when your body is And not to **freak** you out , man," nor is it "[fill in the blank] yet. It's definitely not just "new technology **freaks** people out when [...] </p><p> Privacy information for and the palm-sized, hairy hunting spiders that **freak** us out when [...] </p><p> I eventually outgrew my fear of when a subject is expecting your call, this can **freak** them right out , so if I think I'm going to use this in my body for the last 20 years. Which just **freaks** me right out . (Both the growing and the "last 20 snakes coming out of some guys jacket in order **freak** me out . I hate snakes, and I hate the commercial </p> to himself in half" then walks around town totally **freaking** people out . I think a few of these people for "hand on your willy". I don't want to **freak** him out so just go for a firm friendly 'no'. I'd it was so good. And at the age of ten, fish really **freaked** me out . </p><p> I eventually outgrew my fear of eating though it probably makes lots of people jump **freaks** people out , I'm freaked by the maggots and thats and

✓ take for granted

Oxford:

ότι... • **take sth for ~ed** θεωρώ κτ ως δεδομένο.

Figure 5-23 Oxford: lemma "take for granted"

Collins:

▷ **to take sb for granted** έχω κν σίγουρο

Figure 5-24 Collins: lemma "take for granted"

WordReference:

Αγγλικά	Ελληνικά
take (not value fully)	θεωρώ κτ/κτ δεδομένο,
[sb/sth] for granted <i>v</i>	παίρνω κτ/κτ για δεδομένο <i>περίφρ</i>
<i>expr</i>	
Children often take their parents for granted.	Τα παιδιά συχνά θεωρούν τους γονείς τους δεδομένους.

Figure 5-25 WordReference: lemma "take for granted"

We see that Oxford and WordReference only present the construction: *take something for granted* and Collins has only: *take somebody for granted*. However, in the corpus we see that the most common use is the one followed by a “that” clause.

TED Parallel EN-GR Corpus:

They take it for granted that come what may people have to follow them while politics more and more fails to offer answers for their public concerns or the exigencies of the common people.

Το θεωρούν δεδομένο ανεξαρτήτως γεγονότων πως ο κόσμος θα τους ακολουθεί ενώ παράλληλα η πολιτική είναι ανίκανη να δώσει απαντήσεις στις ανησυχίες του κοινού ή στις ανάγκες των απλών ανθρώπων.

If you're a Wall Street trader you now take it for granted that you sell your financial assets in a system of markets

Αν είσαι χρηματιστής, το θεωρείς δεδομένο ότι πουλάς τα χρηματοπιστωτικά περιουσιακά στοιχεία σου σε ένα σύστημα των αγορών

Like everyone else those policymakers are taking it for granted that modern markets are the preserve of organizations powerful enough to create them for themselves.

Όπως όλοι οι άλλοι αυτοί οι φορείς χάραξης πολιτικής το θεωρούν δεδομένο ότι οι σύγχρονες αγορές είναι το καταφύγιο οργανισμών που είναι αρκετά ισχυροί για να τις δημιουργήσουν για τους εαυτούς τους

English Web 2013 Corpus:

make sure of OUR WILL and WISHES... It must be	take for granted that	we cannot be expected to accept without protest
for me was this bit: Second, the third way	took for granted that	one could maintain the state's role in
died, and the mystery of his murder began, we	took for granted that	the patrician in tails with the perfect family
Leave It comes as a shock to many Americans, who	take for granted that	they can stay home from work when they are sick,
] carefully, I find there are a lot of things I	took for granted that	aren't there.) OK, so a few specific scenerios.
a certain level of expertise, it becomes easy to	take for granted that	not everyone in marketing and business is
popular fiction, our popular movies. What do we	take for granted that	they will find odd, and perhaps even
their reason) to enlist. But the attitude that	takes for granted that	the military is an integral part of Israeli
the hierarchy. This stream of literature	takes for granted that	jobs have well defined identities independent
we must work hard to obtain (and maintain) and	take for granted that	which is given freely. With a bit of finesse you
as "logical consequences. " But virtually all	take for granted that	the teacher must be in control of the classroom,
+Read More 1. Remind people of the problem Don't	take for granted that	your audience already understands the problem
guidance. The reason? Natural learning	takes for granted that	... Read More The 12 Brain/Mind Learning
combination of art and science that is SEO; it is	taken for granted that	search engine performance is highly

book or shoes that I wanted, I'd grab them. I just	took for granted that	every day was a spending day. </p><p> I could easily
for you to be here together on Sunday. I	took for granted that	you would not set off to Kentucky pointedly at
nephew of the author," and it may therefore be	taken for granted that	Mr. Volney's portrait, as here given, is
of the web. Unlike so many other books that	take for granted that	the reader is already up to par on the backstory,
. and in this direction would say that we should	take for granted that	trade policy will be included in this extension
old me in an off-the-cuff manner, à€œitâ€™s	taken for granted that	the middling classes will accept a bit of

✓ **in order to/that**

Oxford:

order *n* ταχυδρομική επιταγή. **8** [U] σκοπός: **in order to/that** με το σκοπό να, για να: *He stood up in ~ to see/ ~ that he might see clearly.* Σηκώθηκε όρθιος για να δει καθαρά. **9** [C] (κοινωνική) τάξη: *the ~ of knights*

Figure 5-26 Oxford: lemma "in order to/that"

Collins:

▷ **in order to do/that** για να κάνω □ *He had to hurry in order to reach the next place on his schedule...* Έπρεπε να βιαστεί για να φτάσει στο επόμενο μέρος στην ώρα του... *Rose trod with care, in order not to spread the dirt...* Η Ρόουζ πάτησε προσεκτικά, για να μη σκορπίσει την σκόνη... *They are learning English in order that they can study a particular subject* Μαθαίνουν αγγλικά για να μπορέσουν να μελετήσουν ένα συγκεκριμένο θέμα

Figure 5-27 Collins: lemma "in order to/that"

WordReference:

Σύνθετοι τύποι:		
English		Greek
in order to prep	(for the purpose of) You don't need a degree in order to work as an escort. In order to travel abroad you must have a valid passport.	ώστε, για να <i>έκφρ</i>
in order to prep	(so as to) I want to go to the shop in order to buy some milk. Θέλω να πάω στο μαγαζί για να αγοράσω γάλα.	για να <i>περίφρ</i>
put in order vtr	(arrange correctly)	διευθετώ, τακτοποιώ, συγυρίζω, νοικοκυρεύω, βάζω σε τάξη <i>ρ μ</i>
put in order vtr	(correct or amend)	ταξινομώ, αρχειοθετώ, διορθώνω <i>ρ μ</i>
seem in order v expr	(appear to be correct)	φαίνομαι σωστός, μοιάζω σωστός, δείχνω σωστός <i>περίφρ</i> φαίνομαι ορθός <i>περίφρ</i>
Σχόλιο: Χρησιμοποιείται συνήθως σε τρίτο πρόσωπο.		
⊕ Η λύση της εξίσωσης φαίνεται σωστή αν και δεν χρησιμοποιήσετε τη μέθοδο που σας δίδαξα.		
set in order vtr	(arrange properly)	βάζω σε τάξη, τακτοποιώ <i>ρ μ</i>
set your house in order v expr	<i>figurative</i> (arrange affairs properly) (προσωπικά θέματα) βάζω τάξη στη ζωή μου <i>φρ</i> (λόγιο, μεταφορικά) τακτοποιώ τα του οίκου μου <i>φρ</i> You'll need to set your house in order before you embark on something so ambitious.	βάζω τάξη σε, βάζω σε τάξη <i>περίφρ</i>

Figure 5-28 WordReference: lemma “in order to/that”

In the dictionaries we don't find the structure: *in order for someone to do something*, which is very common in the corpus, as we can see below:

TED Parallel EN-GR Corpus:

In order for us to build safely we've engineered these buildings

I do have a plan but in order for me to tell you what that plan is I need to tell you a little story which kind of sets the stage.

Well in order for a clinical trial to generate valid and widely applicable results they need to be conducted with large numbers of study participants and preferably on a population with a high incidence of new HIV infections.

Now in order for a clinical trial to be considered ethically acceptable participants must be given the relevant information in a way in which they can understand and must freely consent to participate in the trial.

Προκειμένου να κτίσουμε ασφαλή κτίρια.... έχουμε κατασκευάσει αυτά τα κτίρια

Εγώ έχω ένα σχέδιο αλλά προτού σας το ανακοινώσω πρέπει να σας διηγηθώ μια μικρή ιστορία που κατά κάποιον τρόπο το προετοιμάζει

Λοιπόν για ν' αποφέρει μια κλινική έρευνα έγκυρα και ευρέως εφαρμόσιμα αποτελέσματα πρέπει να διεξάγεται σε μεγάλους αριθμούς συμμετεχόντων και κατά προτίμηση σε ένα πληθυσμό με μεγάλη συχνότητα σε νέες μολύνσεις από HIV.

Τώρα για να είναι αποδεκτή μια κλινική μελέτη οι συμμετέχοντες πρέπει να έχουν τις σχετικές πληροφορίες με κατανοητό τρόπο και πρέπει να δίνουν ελεύθερα την συγκατάθεσή τους για την δοκιμή

English Web 2013Corpus:

about cookies being deployed by our website. **In order for**

or a complicating piece of editing software **in order for**

spot, and a webcam was installed a few years ago **in order for**

, not more limited. You need to realize this **in order for**

) environment variable must be set correctly **in order for**

) should be set according to the local timezone **in order for**

position `</p><p>` The Institute believes that **in order for**

a marriage are two different things! `</p><p>` **In order for**

a slightly fragrant smell to the room. It is now **in order for**

turned down, and the night-clothes laid **in order for**

assist her mistress to undress and put her dress **in order for**

fireguard replaced, and everything in the room **in order for**

proceed to the dining-room or parlour to get it **in order for**

. This is a classic storytelling element: **In order for**

motion recognizing Quebec as a nation. `</p><p>` **In order for**

that govern the use or disclosure of your PHI. **In order for**

and which they have to report against clearly, **in order for**

of needs made that belief into science: **In order for**

some extra tooling/make-ready/attention **in order for**

, as these things must be self-funding **in order for**

our website to remember your choice of

you to make a good video to post in your weblog.

friends and family from away to keep up with the

your blog to ever go anywhere. Once you have a

-f and -u to work properly (under Unix the

the -f and -u to operate correctly. See the

Payroll Giving to reach its full potential,

our marriage to be healed, my husband had to be

the reception of the family; and where there is

use when required. During winter, where fires

the morrow; in which case her duties are very

the night, the housemaid taking care to leave

breakfast. She should first roll up the rug,

a story to progress, the main character must

Chong's private member's bill to fly, he will

us to release information about mental health

stakeholders and customers to understand. " `</p><p>` He

humans to reach the peaks of artistic thinking,

everything to look and feel just right. That

them to become part of our self-sufficiency

5.7 Conclusions

After examining the dictionaries, we can conclude that they all include a satisfactory amount of information concerning the grammar and syntax of phraseology. All of them include either abbreviations or periphrastic expressions for indicating grammar or syntax, while in some cases the information is given through the examples of usage.

In paper dictionaries the economy of space dictates the use of abbreviations. Normally this should not be a problem in electronics dictionaries. However, we see that WordReference also uses a number of abbreviations as well. Sometimes it is not clear for the users the meaning of some information (e.g. *v intr*) therefore, the information can be given in a periphrastic way, or in the examples of usage- which is indeed the practice of the three dictionaries in many cases. In every case, the lexicographer should make sure that the matter is treated with consistency throughout the dictionary, that all the labels and abbreviations should be included in a separate list in the dictionary guidelines.

It is a common lexicographical practice to include various information, such as grammar or syntax in the illustrative examples. Illustrative phrases serve to show the usual collocations or contexts in which each sense is used, thus providing a variety of grammatical information, such as whether a word takes an indirect object or whether it is usually used in passive voice (Landau 2001: 115). The main advantage of this practice in the case of phraseology is the fact that the expression is given in the real context of the actual language usage, especially if this is based on corpus evidence, as context and variety of usage can determine also the grammatical behavior of words and expressions. On the other hand, the examples help the user to understand easier in a real sentence how an expression is used. This information is very important for encoding purposes, especially for the non-native speakers. On the other hand, we should keep in mind that the illustrative example might represent only one of the syntactic behaviors of a specific word/phrase and not every possible syntax of it. Additionally, the examples are context-dependent and for this reason, the lexicographer should advise an adequate size of corpora and select among the most salient, frequent syntactic patterns. Finally, another risk of this strategy, is the fact that this information as it is not given explicitly by the lexicographer, with a specific note or label, it might be overlooked by the user and finally not been taken into account.

Regarding the content of grammatical information, a common problem of the three dictionaries is that many times the information is missing. In these cases, the lexicographer could consult the corpus to extract the basic and commonest syntactic appearances of the expressions. Indeed, as we have seen on the phraseology examined in many cases the corpus reveals grammatical and syntactic information which was not included in the three dictionaries. As the context and variety of usage can determine also the grammatical behavior of words and phrases, the lexicographers can rely on language corpora to retrieve grammatical information and incorporate it in their dictionaries. At the same time, the traditional resources, as such as grammar textbooks, other dictionaries etc. are equally useful and can be used complementarily by the lexicographers in order to decide which are the most important grammatical and syntactic characteristics that should be included in a bilingual dictionary.

On the other hand, we should also consider how useful is to provide detailed and complex grammatical information. According to Landau (2001:114) the complexity of some of these systems given in the ESL dictionaries of the 1960s and 1970s baffled many readers and this led

to a simplification of grammatical coding in the later years. Indeed, we should always take into account the linguistic level of the users. Many times the users are not familiar with the meaning of grammatical and syntactic labels -let alone the abbreviations- and the extensive information provided by the dictionary -especially in a bilingual one - might seem non useful and even confusing. Therefore, the information should be limited (the lexicographer can include the most important and basic grammatical/syntactic patterns and characteristics) and clear (abbreviations can be avoided when possible, other presentation means such coloring can be used). If needed a special lexicographical note (such as box, grammar tables in the back pages, etc.) can be used to provide more detailed information, especially in cases of different grammatical behavior between the original and target language. Finally, the lexicographer can avoid the detailed and complex grammatical information by giving them though the examples of usage, as we discussed in the previous paragraph.

5.8 Chapter Summary

It is important for the dictionary user not only to know a phraseological unit, its meaning and its translation, but also how to use this expression in a sentence. Grammatical information is therefore very important for the more qualitative information provided by the dictionary. This becomes even more important when the grammatical or syntactic behavior of an expression is different in the two languages. This might create confusion and misuse of the phraseological unit and therefore it is necessary that the dictionary includes such material.

In this chapter we examined the way the three dictionaries provide the grammatical and syntactic information for phraseology and we discussed how this can be improved. Even though they generally include a satisfactory amount of data concerning the grammar and syntax of phraseology, we noticed a few problematic cases, such as the lack of consistency and the absence of important information. The extensive use of linguistic corpora can improve the quality of this information in the dictionaries, in combination with other practices such as including grammatical information in the illustrative examples and providing a user-friendly presentation layout (basic, clear and consistent information).

6 ILLUSTRATIVE EXAMPLES

6.1 Chapter Introduction

One of the most important elements of a dictionary are the illustrative examples. They have a key role in providing information about the meaning and usage of the lemma both for language comprehension and language production. In this chapter we aim to examine the presence of illustrative examples in the bilingual English-Greek dictionaries. We provide some theoretical introduction to the issue and examine the approach of each dictionary. We attempt to detect the main problems and to propose practical solutions, by comparing the three dictionaries with our parallel corpus.

6.2 Theoretical background

According to Hartmann's *Dictionary of Lexicography* (1998:53), an example is "a word or phrase in a reference work to illustrate a particular form or meaning in a wider context, such as a sentence. Examples can either be based on objective evidence (e.g. from a citation file or corpus) or be invented by the compiler (editorial example)".

As Landau argues, the use of examples is a major part of the dictionary definition (Landau 2001:205), and their role is very important, especially in dictionaries for foreign users (Landau 2001:305). He believes that the examples can provide important information about "collocation, variety of usage (degree of formality, humorous or sedate context) grammatical context (if a verb, does it take an indirect object?) and, of course, designative meaning" (Landau 2001:208). While he argues that many times the illustrative examples are the best way to provide this information, such as in the case of common words, where the examples are essential in order to explain how they are used in ordinary contexts (Landau 2001:208).

This division between the authentic and fabricated examples has been a main topic of discussion for the linguists, since 1987 when Cobuild started inserting authentic language texts in its dictionary (Hunblé: 1998).

Sinclair was a strong advocate of only authentic examples (Landau 2001:208). He argued that the invented examples, however plausible they might be, they cannot be offered as authentic instances of language use (Sinclair 1991:4) and he believed that the "the selection of suitable examples... requires only a sufficiently large number of instances to choose from." (Sinclair 1991:84, in Landau 2001:306). Zgusta (1971:265) also agrees that in larger dictionaries quoted examples should be preferred over invented ones. While, Fox (1987:138) on the other hand, stated that: "Learners, and unfortunately some teachers, often feel that they should be provided with language that is as simple as possible (but) if a word typically occurs in a sentence which is grammatically complex or alongside vocabulary items that are infrequent, it would be misleading of a dictionary to present that word in a very simple clause or sentence with easy vocabulary."

Hunblé (1998) suggests that the examples in the dictionary should be adapted to the audience. Beginning learners need examples of more frequent vocabulary, therefore, made-up examples are more suitable for them. On the other hand, advanced learners need examples which include

more infrequent words and expressions, which are better illustrated by the authentic examples. Humblé (1998) also suggests the use of examples retrieved from corpora, such as encyclopedias, for the case of words of intermediate frequency.

Landau (2001) discusses the issue, having a skeptical approach over the exclusive use of corpus examples for every level of learner (Landau 2001:306). For him, “in ESL lexicography there is a conflict between providing information that is understandable for decoding purposes and giving accurate information for encoding purposes.” (Landau 2001:307). On the one hand, he agrees that the use of non-corpus-based, improbable, inventive examples in ESL dictionaries can lead to inauthentic sentences (such as: “the supervisor made an arbitrary decision to promote an employee”), which are not representing the real language and can be misleading as a model of actual usage (Landau 2001:307). So, the availability of the corpora can help the lexicographers to avoid such improbable formulations and to replace them with more credible examples. Often the corpus could provide suitable examples, or at least it can propose an appropriate context (Landau 2001:305).

However, especially for advanced-level students, it is very rare that the corpus provides suitable examples that can be used without any modification (Landau 2001:306). Landau comments that “in dealing with actual quotations, one is constantly frustrated by their inclusion of words that are needlessly difficult or irrelevant to the usage being illustrated but they are integral to the quotation” (Landau 2001:208). So, he agrees that for practical reasons the lexicographers often have to modify a quotation for a particular reader (Landau 2001: 208).

6.3 Oxford dictionary

In its introductory notes, Oxford dictionary dedicates a special paragraph on illustrative examples:

A great strength of the first edition of this dictionary was the many thousands of illustrative examples showing English words used in typical contexts. Many of those examples were translated into Greek words used in typical contexts. Many of those examples were translated into Greek to aid students' understanding of their meaning and tone. The example sentences did not simply illustrate context they also showed the syntactic patterns in which a word is used. As such, they served as models to help students write good, natural English.


The new edition has built on this strength and benefited from corpus information that shows the typical syntactic patterns and collocational behaviour of a word. Information such as which preposition is typically used after a word no longer depends on the intuition or dialect of the individual lexicographer.

In an adjective entry, examples are often used to show a selection of the nouns with which it collocates, i.e. is regularly used. The core meaning of the adjective is the same in all the instances shown, but its precise meaning is determined by the noun it describes. The symbol ~ is used in examples to represent the headword:

fee-bie /'fi:bl/ *adj* (-r, -st) αδύναμος, ασθενικός: *a ~ old man* ένας αδύναμος γέρος + *a ~ cry/argument/pulse* αδύνατη κραυγή/ασθενές επιχείρημα/αδύνατος σφυγμός. **feeble-minded** *adj* διανοητικά ανεπαρκής.
▶ **feeblely** *adv* αδύναμα, δισταχτικά, ασθενικά. **feeble-ness** *n* [U] αδυναμία.

A Greek translation follows many of the examples sentences and, as in the example above, the translation uses the words that most naturally express the meaning in Greek.

If a noun is commonly used with a particular verb, this is also shown in the example sentence. For instance, the expression “pay attention” is illustrated in the entry **attention**:

at·ten·tion  /ə'tenʃn/ n [C,U] **1** προσοχή: pay ~ to sb/sth προσέχω κπ/κτ. **2** Attention! (επίσης **shun**)

Labels are given with examples where necessary to give information about register or about any special subject field in which it is typically found.

No example is given if an English word has the same root as in Greek equivalent, and has the same meaning.

Figure 6-1 Introductory notes of Oxford about illustrative examples

From the above information, we notice first of all, the large number of illustrative examples they claim that they include (“thousands of illustrative examples”). Of course, it is a great advantage for a dictionary to include as many examples as possible, and it is usually something that they use for advertising. Here they also mention one of the criteria they use for deciding for which words they will provide examples and for which they will not. More specifically, if an English word has the same etymological root and meaning and the Greek equivalent, then they do not provide an example.

Another important point is that they provide the translation of the examples in Greek in order for the readers to understand the “meaning and the tone” of the original. Of course, this practice seems very useful both for native and non-native users, as the examples should be used both for understanding and language production.

However, what really attracts our attention here, is the information about the use of language corpus. More specifically, they say that they use the corpus evidence in order to retrieve the “typical syntactic patterns and collocational behaviour”. Of course, they do not claim that they use authentic quotations as examples, however, it is very important that they consult the corpus in order to provide the illustrative examples.

Additionally, we notice that in the section of examples they include the collocations of certain adjectives (for example *a feeble old man*, *a feeble cry/argument/pulse*) and noun verb combinations (for example *pay attention to sb/sth*). This is something that we have previously seen (see chapter 4) where in many cases, the dictionaries did not provide phraseology as such by giving it a specific characterization, but they included it in the illustrative examples. Finally, we see that in order to contribute to the economy of the space, they use the symbol ~. However, visually, this might create a difficulty for the user (mainly to non-native) to read the sentence.

In order to determine the quality of the examples of usage provided in Oxford dictionary, we examine below a sample retrieved from the dictionary.

6.3.1 Not providing examples

Even though the editors of the dictionary state that it includes a large number of illustrative examples, we notice for that many phraseological units they do not provide any example. Below we demonstrate some of the phraseology that is not included and we compare with the other two dictionaries, as well as with the corpus findings:

✓ **in addition to**

Collins: does not provide example

WordReference: *In addition to the paper itself I include a full bibliography.*

TED Parallel EN-GR Corpus:

In addition to these complexities I just learned that

Εκτός απ' αυτές τις επιπλοκές πρόσφατα έμαθα ότι

And then in addition to that at the same time hand tools were replaced by massive electric tools

Και τότε συν τοις άλλοις την ίδια στιγμή τα εργαλεία χειρός αντικαταστάθηκαν από μαζικά ηλεκτρικά εργαλεία

In addition to multiple choice and the kinds of short answer questions that you saw in the video we can also grade

Εκτός από εκείνες της πολλαπλής επιλογής και τα είδη των σύντομων ερωτήσεων που είδατε στο βίντεο μπορούμε να βαθμολογούμε

In addition they should be able to consider the possibility of Okay but in addition voice-based tests are non-expert.

Επιπλέον θα πρέπει να είναι σε θέση να

Επιπλέον όμως τα τεστ φωνής δεν χρειάζονται εξειδίκευση

In this case, the Collins dictionary does not provide an example either, while WordReference provides one. On the other hand, our parallel corpus includes the expression many times, and can be used as a resource for the lexicographer to retrieve an example.

✓ **not at all**

Collins: does not provide example

WordReference: *My boss was not at all pleased with my work, so he fired me.*

TED Parallel EN-GR Corpus:

I went from having art once a week to twice a month to once a month to not at all.

Το μάθημα καλλιτεχνικών από μια φορά την εβδομάδα έγινε δυο φορές το μήνα μετά μια φορά το μήνα και μετά καθόλου.

Not at all a dig at The New York Times this by the way.

Δεν πείστηκαν καθόλου οι δημοσιογράφοι του The New York Times παρεμπιπτόντως.

When I was a kid I traded in homework assignments for friendship then gave each friend a late slip for never showing up on time and in most cases not at all.

Όταν ήμουν παιδί αντάλλαξα εργασίες για φίλια στη συνέχεια πρόσθετα σε κάθε φίλο ένα σημείωμα γιατί δεν εμφανιζόταν ποτέ στην ώρα του στις περισσότερες περιπτώσεις δεν εμφανιζόταν καθόλου.

Here again neither Oxford nor Collins provides any example, as opposed to WordReference. By examining our parallel corpus, we notice that it can provide good examples for the dictionaries.

✓ **it was a close call**

Collins: does not include this phraseological unit

WordReference: *Phew! That was a close call. I thought he was going to ask to see my ID.*

TED Parallel EN-GR Corpus:

It was a close call. Things almost didn't work out.

Σχεδόν δεν τα καταφέραμε.

In the case of the *close call* we notice that the Collins dictionary does not include the phraseology at all, but on the contrary WordReference does include it. However, this time, it would not be easy to get an example from the corpus. The sentence does not provide sufficient context and the expression has not been translated into Greek. Nevertheless, in cases like these, we can use other resources, like other monolingual or bilingual corpora, or based on the sentences we find, we can create a fabricated example.

✓ **no doubt**

Collins: does not include this phraseological unit

WordReference: I have no doubt that heaven exists. It is better to be quiet and be thought a fool than to open your mouth and leave no doubt.

TED Parallel EN-GR Corpus:

*Nevertheless there are giants in the ocean and we now have video proof as those of you that saw the Discovery Channel documentary are **no doubt** aware.*

*Ωστόσο υπάρχουν γίγαντες στον ωκεανό και τώρα έχουμε απόδειξη σε βίντεο όπως **αναμφισβήτητα** γνωρίζουν όσοι από εσάς έχουν δει το ντοκιμαντέρ του Καναλιού Ντισκβέρι.*

In this case, Collins does not include the phraseology, WordReference provides an example, and our corpus offers alternative options for the lexicographer to use an examples of usage.

* **before our eyes**

Collins: does not include this phraseological unit

WordReference: *His father was murdered right before his eyes.*

TED Parallel EN-GR Corpus:

*If we look at the statistics on the ages of caregivers, **before our eyes** those caregivers are getting older and older.*

*Αν δούμε τα στατιστικά για τις ηλικίες των ανθρώπων που φροντίζουν ηλικιωμένους, **θα δούμε ξεκάθαρα** ότι οι φροντιστές αυτοί είναι όλο και πιο μεγάλης ηλικίας.*

As in the example above, the expression *before our eyes* is not included in the Collins dictionary and the WordReference includes an example of usage for it. If we have a look at our corpus, we could get other alternative examples.

✓ **fair enough**

Collins: does not include this phraseological unit

WordReference: *If that's really what you want, fair enough.*

TED Parallel EN-GR Corpus:

*Okay well **fair enough** but I think that's a fluke that's a freak because I know that if I did a study where I found no evidence that*

*Εντάξει **καλά** αλλά νομίζω ότι αυτή είναι μία συμπτωματική επιτυχία ένα παράδοξο γιατί γνωρίζω πως αν έκανα μία μελέτη και δεν έβρισκα κανένα αποδεικτικό στοιχείο ότι*

Fair enough.

Fair enough.

Δεν έχετε κι άδικο

Δεκτό.

In this case again Collins does not include the phraseology, as opposed to WordReference, which includes it and in addition it provides an example. The corpus can be a useful source for examples, however, in many cases, it does not provide sufficient context, so the examples found without further context would not be suitable for dictionary inclusion.

✓ **behind your back**

Collins: does not include this phraseological unit

WordReference: *She often told lies about him behind his back.*

TED Parallel EN-GR Corpus:

*(Laughter) But it's not true Americans don't get irony but I just want you to know that that's what people are saying about **you behind your back.***

*(Γέλια) Δεν είναι πάντως αλήθεια ότι οι Αμερικάνοι δεν πάνον την ειρωνεία θέλω απλά να ξέρετε ότι αυτό λένε οι άνθρωποι για εσάς **πίσω από την πλάτη σας.***

Aside from the fact that we play with one legal hand tied **behind our backs** and once you get past the shared narrative of prejudice

Εκτός από το γεγονός ότι δίνουμε μια **άνιση νομική μάχη** όταν προσπεράσετε την κοινή αφήγηση της προκατάληψης

For the phraseology *behind my back*, we notice that Collins does not even include it, while WordReference provides an example. We could use the corpus to extract examples, but as we notice, in the second case, the translation is a paraphrase – in order to provide the actual meaning of the original – so the expression itself is not translated. These kinds of sentences would better be avoided as examples of usage, because they might create confusion for the user regarding the real meaning of the phraseology.

✓ **once upon a time**

Collins: Once upon a time there were three princes...

WordReference: *Once upon a time, in a land far away, there lived an orphan girl with her wicked stepmother.*
TED Parallel EN-GR Corpus:

Once upon a time in 19th century Germany there was the book.

Μια φορά κι έναν καιρό στη Γερμανία του 19ου αιώνα υπήρχε το βιβλίο

Once upon a time Scarlet was used as bait in dog fights.

Κάποτε η Σκάρλετ χρησιμοποιήθηκε ως δόλωμα σε κυνομαχίες.

Once upon a time there's this happy little bacterium.

Μια φορά κι έναν καιρό υπήρχε αυτό το μικρό ευτυχισμένο βακτήριο.

the only difference between a fairytale and a sea story is a fairytale begins "**Once upon a time**" and a sea story begins "This ain't no shit."

μόνη διαφορά μεταξύ ενός παραμυθιού και μίας ιστορίας των ναυτικών είναι ότι το παραμύθι αρχίζει "**Μια φορά κι έναν καιρό**" και η ναυτική ιστορία ξεκινά "Δεν είναι μπουρδες."

In the case of *once upon a time*, both Collins and WordReference dictionary provide an example, while the corpus can offer various options to the dictionary maker.

✓ **all of a sudden**

Collins: does not provide example

WordReference: *All of a sudden a dark cloud blotted out the sun.*

TED Parallel EN-GR Corpus:

If I were to take that letter "T" and flatten it down on the floor here maybe just off the floor **all of a sudden** I could do maybe something with my knee yeah?

Αν έπαιρνα το γράμμα "T" και το έβαζα στο πάτωμα εδώ ή πάνω από το πάτωμα **ξαφνικά** θα μπορούσα να κάνω κάτι με το γονατό μου.

All of a sudden your GPS readout goes blank and now it's just you and the fog

Ξαφνικά η ένδειξη του GPS σβήνει και τώρα είστε μόνοι σας αντιμετώπι με την ομίχλη

in quite quick succession really serious things which just flipped my life upside down and **all of a sudden** I was inundated with thoughts inundated with difficult emotions that I didn't know how to cope with.

συνέβησαν στη ζωή μου κάποια πράγματα πολύ διαδοχικά πράγματα πολύ σοβαρά που φέρανε τα πάνω κάτω και **ξαφνικά** κατακλύστηκα από σκέψεις και δύσκολα συναισθήματα που δεν ήξερα πώς να αντιμετωπίσω.

Arabs and Jews they don't always get along together but here in this situation the communities literally it's an unbelievable situation that happened the diversities **all of a sudden** they had a common interest: Let's save lives together.

Οι Άραβες κι οι Εβραίοι δεν τα πάνε πάντα καλά μαζί αλλά εδώ σ' αυτή την περίπτωση οι κοινότητες κυριολεκτικά αυτό που συνέβη είναι απίστευτο οι διαφορετικότητες απέκτησαν **ξαφνικά** ένα κοινό ενδιαφέρον: Ας σώσουμε ζωές μαζί.

So **all of a sudden** we had two problems.

Έτσι **ξαφνικά** είχαμε δύο προβλήματα.

And then **all of a sudden** I began thinking about the dogs and the fire hoses and I got really scared I really did.

Και μετά **ξαφνικά** άρχισα να σκέφτομαι τα σκυλιά και τους σωλήνες νερού και φοβήθηκα πραγματικά.

Maybe he's floating around in your stomach or in some spoiled food somewhere and **all of a sudden** he starts to not feel so good.

Ίσως αυτό περιφέρεται μέσα στο στομάχι σας ή σε μερικά χαλασμένα τρόφιμα κάπου και **ξαφνικά** αρχίζει να μην αισθάνεται τόσο καλά.

Number three is looking like the most truthful **all of a sudden** and we've been able to find that out using some free Internet tools sitting in a cubicle in an office in Dublin in the space of 20 minutes.

Ο τρίτος **ξαφνικά** μας φαίνεται ο πιο ειλικρινής και μπορέσαμε να το διαπιστώσαμε χρησιμοποιώντας μερικά δωρεάν εργαλεία στο διαδίκτυο καθισμένοι σε ένα γραφείο στο Δουβλίνο μέσα σε 20 λεπτά.

We are at the end of the first industrial revolution -- nonrenewable fossil fuels manufacturing -- and **all of a sudden** we have systems which are not sustainable.

Είμαστε στο τέλος της πρώτης βιομηχανικής επανάστασης-μη ανανεώσιμες πηγές ορυκτών καυσίμων κατασκευές- και **ξαφνικά** έχουμε συστήματα που δεν είναι βιώσιμα.

Of the three dictionaries, only WordReference includes an example of usage. We can see that the corpus can provide a lot of options to the lexicographers for the examples. However, we see that many times, the sentences are too long big, and thus not convenient for a dictionary example. In such cases, we can modify the examples as follow:

*Arabs and Jews they don't always get along together but here in this situation the communities literally it's an unbelievable situation that happened the diversities **all of a sudden** they had a common interest: ~~Let's~~ to save lives together.*

✓ **cross a threshold**

Collins: does not include this phraseological unit

WordReference: does not provide example

TED Parallel EN-GR Corpus:

*and at some point, when you overshoot, you **cross a threshold***

*και κάποια στιγμή, όταν υπάρχει υπέρβαση, **περνάς το κατώφλι***

*But look at this closely and you can see that actually they've **crossed a different threshold**.*

*Αλλά αν το σκεφτείτε καλά θα δείτε ότι στην πραγματικότητα **ξεπέρασαν τα εγκεφαλικά όρια**.*

*They've **crossed a brain threshold** much earlier, that perhaps not at age 22 or 20*

*Και **πέρασανα αυτά τα όρια** πολύ νωρίτερα ίσως όχι στην ηλικία των 22 ή των 20*

In this case, no dictionary provides any example of usage (Collins does not even include the phraseology). Here the corpus can be very useful for the lexicographer to extract examples.

6.3.2 Translation problems

Another problem in the examples we have examined is the fact that even when they provide a translation in Greek, this translation is often erroneous. Below we demonstrate some of these cases, comparing them with the examples provided in the other two dictionaries:

- ✓ **keep one's mind on** έχω την προσοχή μου σε κτ **keep your ~ on your work!** Το μυαλό σου να είναι στη δουλειά σου!

The Greek translation of the illustrative example (**keep your mind on your work!** - Το μυαλό σου να είναι στη δουλειά σου!) sounds very unnatural to the native speaker. We also note that the lexicographer provides a different translation of the phraseological unit in the example (το μυαλό σου να είναι), in comparison to the one they initially proposed (έχω την προσοχή μου). This would not be necessarily problematic, as this would be an indirect way to provide more translations, however, the specific choice does not help the user (especially the non-native speaker) to use it correctly. Instead, a more natural version of the sentence would be: *Έχε το νου σου στη δουλειά σου!* or *κοίτα τη δουλειά σου!*

Collins: does not provide example

WordReference: provides an example without Greek translation: “*Now, keep in mind that in May of 1929 the stock market hadn't crashed yet.*”

✓ **by now τώρα** πια, ήδη **He'll be back by** ~ θα έχει επιστρέψει τώρα πια

In this case the Greek translation of the sentence: **He'll be back by now** (θα έχει επιστρέψει τώρα πια) is also odd. As a matter of fact, it seems to be a literal translation, keeping in mind that the lexicographer did not change the structure of the sentence in order to adopt it to the natural Greek speech. A more natural translation of this sentence would be: *θα έχει επιστρέψει ως (or μέχρι) τώρα* or *θα έχει ήδη επιστρέψει.*

Collins: provides a similar example

By now he'll be home and tucked up in bed. Τώρα πια θα είναι στο σπίτι, κουκουλωμένος στο κρεβάτι του.

Even though they use the same translation as in Oxford (τώρα πια) by placing it in the beginning of the sentence -and not in the end as in Oxford- they actually provide a sentence that sounds natural in Greek.

WordReference: they also provide a similar sentence accompanied by its translation in Greek:

My guests should have arrived by now – dinner's getting cold. Οι καλεσμένοι θα έπρεπε να έχουν έλθει ως τώρα - το φαγητό κρυώνει.

We notice that the translation of the English expression here does not lack any naturalness, as opposed to the Oxford example.

✓ **be/come under pressure** υφίσταμαι πίεση/πιέζομαι **He's under strong** ~ **to resign**
Υφίσταμαι έντονη πίεση να παραιτηθεί

In this case, we have more of a general error. The part: **He's under strong pressure** is translated as *I am* under strong pressure (Υφίσταμαι έντονη πίεση), while the second part of the sentence (**to resign**) is translated in the third person as in the original. So the final sentence would be literally translated into English as: *I am under strong pressure that he resigns*, which actually makes no sense in Greek.

Collins: they provide an example without any problem in the translation:

He's under a lot of pressure at work. Στη δουλειά υφίσταται μεγάλη πίεση

WordReference: provides an example without Greek translation: *He was under pressure to make a decision so he finally said "yes."*

✓ **turn one's brain** τρελλαινώ κπ **her children's death** ~ **ed her brain** έπαθε το μυαλό της από το θάνατο των παιδιών της

Here in the illustrative example, the lexicographer provides another translation for the expression **turn one's brain**. More specifically, instead of the given equivalent: *τρελλαινώ κπ*, literally translated as “make somebody crazy”, they translated as *έπαθε το μυαλό της*, which is a

more obsolete and very rare expression to denote the same thing. It would be misleading both to native and non-native users to receive this kind of translation in a dictionary – especially without any explanatory label. We could suggest a more appropriate translation of the specific sentence like the following: *μετά το θάνατο των παιδιών της έχασε το μυαλό της* (literally ‘lost her mind’) or we could use the equivalent provided by Oxford: *μετά το θάνατο των παιδιών τρελάθηκε*.

Collins: does not include this phraseological unit

WordReference: does not include this phraseological unit

- ✓ **point of view from** *άποψη* **my point of view** *από τη δική μου άποψη*

The Greek translation of the example is not natural at all: it is an expression that is not used. Instead, a more appropriate translation would be: *κατά την άποψή μου*.

Collins: does not include this phraseological unit

WordReference: does not include this phraseological unit

6.3.3 Alternative translations

- ✓ **By the way** *παρεπιπτόντως, με την ευκαιρία, μιας και το ‘φερε η κουβέντα* **By the way,** do you remember...? *Αλήθεια (με την ευκαιρία αυτή), θυμάσαι...;*

We notice that the lexicographer provides more than one translation for the phraseology in the usage example. More specifically, they translate it as *αλήθεια*, which is not included in the equivalents, proposed initially, and then in a parenthesis *με την ευκαιρία αυτή*, which is one of the translations proposed for the lemma. This is a nice practice to offer more equivalents, provided of course that they all have the same meaning and usage.

6.3.4 Not providing adequate context

We observe that in many cases, the examples do not provide adequate context in order for the user to have a more complete idea about the meaning and the usage of a specific phrase. For example:

- ✓ **point of view** from my point of view
- ✓ **out of the question** That’s absolutely out of the ~
- ✓ **in spite of** in ~ of my advice/efforts
- ✓ **in vain** it was all in ~
- ✓ **under the stress of** under the ~ of poverty/fear
- ✓ **wall off** ~ off part of a room
- ✓ **no wonder** no ~ he failed
- ✓ **after all** – we failed after all
- ✓ **fade away** she is fading away
- ✓ **get rid of** how can we get ~ off her?

The common characteristic of these examples is that the sentence is not really complete, and does not demonstrate the meaning, the grammatical/syntactic characteristics or the usage of the phraseological units. On the contrary, the main aim of the examples is to show the actual usage of a word or phraseology and to provide the context in which they appear and thus these examples are not informative.

Below we compare these examples, with the examples provided by the other two dictionaries and we provide alternative sentences retrieved from our corpus:

✓ **point of view from** my point of view

Collins: does not include this phraseological unit

WordReference: does not include this phraseological unit

TED Parallel EN-GR Corpus:

*So I decided to evaluate different experiences I had in my life
from the point of view of the five senses*

Και αποφάσισα να αξιολογήσω διάφορες εμπειρίες της ζωής μου από πλευράς των πέντε αισθήσεων

*We're seeing the emergence of long-term and highly-funded programs which aim at understanding our networked world
from a complexity point of view.*

Βλέπουμε την άνοση των μακροπρόθεσμων υψηλής χρηματοδότησης προγραμμάτων που στοχεύουν στην κατανόηση του δικτυωμένου κόσμου μας από πλευράς πολυπλοκότητας.

In this case, Collins does not include the phraseology and WordReference does not provide any example. However, the corpus provides us with more complete context.

✓ **out of the question** That's absolutely out of the ~

Collins: she knew that a holiday this year was out of the question

WordReference: *It is out of the question for a twelve-year old to go to a night club!*

TED Parallel EN-GR Corpus:

And then I began to ask the reverse question. "I turn myself on when ..." Because most of the time, people like to ask the question, "You turn me on, what turns me on," and I'm out of the question. You know? Now, if you are dead inside, the other person can do a lot of things for Valentine's. It won't make a dent. There is nobody at the reception desk. (Laughter) So I turn myself on when, I turn my desires, I wake up when ...

Έπειτα άρχισα να ρωτώ την αντίθετη ερώτηση. «Ερεθίζομαι όταν...» Επειδή συνήθως οι άνθρωποι θέλουν να λένε: «Εσύ με ερεθίζεις, τι με ερεθίζει» και οι ίδιοι μένουν εκτός. Καταλαβαίνετε; Όσα και να κάνει ο άλλος για του Αγίου Βαλεντίνου, αν είσαι νεκρός μέσα σου, δεν θα έχει καμία επίδραση. Δεν είναι κανείς μέσα. (Γέλια) Γι' αυτό ερεθίζομαι όταν, επιθυμώ, ξυπνάω όταν...

We can see that the other two dictionaries provide more complete sentences as examples and with more context, which would help the user understand and use the phraseology better. As we mentioned before, we can use the corpus to find more appropriate examples. However, in this case, our parallel corpus is not of much help. We either need to include the whole paragraph or just a small part because, as Landau suggested, simply by itself the example is not appropriate. In the first case, it is not practical or economical in terms of space to have such long examples, and in the second, the context would be so short, that the user will not receive full information for the usage of the phraseology. In either case, the specific sentence is very connected to the general context of the text and it would not make a good candidate for illustrative example. The lexicographer should consult other resources (texts, corpora) in order to find a good example.

✓ **in spite of** in ~ of my advice/efforts

Collins: in spite of poor health, my father was always cheerful

WordReference: *In spite of Steve's behaviour, I still love him.*

TED Parallel EN-GR Corpus:

But I have to say it's happening in spite of the dominant culture of education, not because of it.

Πρέπει όμως να πω πως συμβαίνει παρά την κυρίαρχη κουλτούρα της εκπαίδευσης, και όχι εξαιτίας της.

We can see that the other two dictionaries provide more complete sentences as examples and with more context, which would help the user understand and use the phraseology better. Additionally, the lexicographer could rely on corpus sentences to retrieve more examples.

✓ **in vain** it was all in vain

Collins: they knew that all their efforts might be in vain

WordReference: Polly tried in vain to open the door, but it was useless.

TED Parallel EN-GR Corpus:

*the developed world often tries **in vain** to impose to people like us.*

*ο ανεπτυγμένος κόσμος προσπαθεί **μάταια** να επιβάλλει σε ανθρώπους σαν εμάς.*

Here in Collins dictionary even though they provide a more extended sentence, it is still quite incomplete. On the other hand, WordReference has an adequate amount of context, which helps the reader to understand the meaning and the usage of the expression. The dictionary maker can get a sentence form the corpus, but as in the sentence we found in our parallel corpus, this needs to be modified in order to fit better in a dictionary.

✓ **under the stress of** under the stress of poverty/fear

Collins: does not provide example

WordReference: does not include this phraseological unit

TED Parallel EN-GR Corpus:

*when you reach out to others **under stress** either to seek support or to help someone else you release more of this hormone*

*όταν προσεγγίζεις άλλα άτομα **με άγχος**, είτε για να ζητήσεις στήριξη ή για να βοηθήσεις κάποιον άλλο, απελευθερώνεις περισσότερη απ' αυτήν την ορμόνη,*

*When you choose to view your stress response as helpful, you create the biology of courage. And when you choose to connect with others **under stress**, you can create resilience.*

*Όταν επιλέγετε να δείτε την αντίδρασή σας στο άγχος ως βοήθεια, δημιουργείτε τη Βιολογία της Γενναιότητας. Όταν επιλέγετε να συνδεθείτε με άλλους **σε άγχος**, μπορείτε να δημιουργήσετε ανθεκτικότητα.*

We notice that the Collins dictionary does not provide any example, while the WordReference does not include the phraseology at all. In this case, the corpus can provide good examples for the dictionary.

✓ **wall off** ~ off part of a room

Collins: does not include this phraseological unit

WordReference: does not include this phraseological unit

TED Parallel EN-GR Corpus:

*Once scientists became members of a professional group, they were slowly **walled off** from the rest of us.*

*Μόλις οι επιστήμονες γίνονταν μέλη μιας επαγγελματικής οργάνωσης, σταδιακά **κλείνονταν μακριά από εμάς**.*

The other two dictionaries do not include the phraseology. We can see that the corpus can offer an example with sufficient context to be used by a lexicographer.

✓ **no wonder** no ~ he failed

Collins: does not provide example

WordReference: *No wonder the house is so cold, the heater is broken! No wonder the baby is crying, his diaper needs to be changed.*

TED Parallel EN-GR Corpus:

*And as jobs continue to leave my community and energy continues to come in be exported in **it's no wonder that** really some people refer to the South Bronx as a desert.*

*Και καθώς οι δουλειές μειώνονται στην κοινότητά μου κι η ενέργεια συνεχίζει να εισάγεται, να εξάγεται σε μας, δεν **είναι καθόλου περίεργο που** πράγματι κάποιος αποκαλούν το Νότιο Μπρονξ έρημο.*

*When tenacious little ones learn how to garden like this **it's no wonder** we get fruit like that.*

*Όταν μικράκια με πείσμα μαθαίνουν πώς να φυτεύουν έτσι **δεν είναι περίεργο που** παράγουμε τέτοια φρούτα.*

In this case Collins does not provide any example, while WordReference includes two examples which provide adequate information for the reader in order to understand the meaning of this expression and the context in which it is used. Additionally, the corpus can provide sentences with sufficient context.

✓ **after all** – we failed after all

Collins: does not provide example

WordReference: *After all, nobody but the patient has the right to refuse the treatment.*

TED Parallel EN-GR Corpus:

***After all** public safety is too important to leave to the professionals.*

***Άλλωστε**, η δημόσια ασφάλεια παραείναι σημαντική για να την εμπιστευτούμε στους επαγγελματίες.*

*And I was five years old and I never understood why NASA didn't hire Captain Kirk and Spock to do the job; **after all** they were very proficient -- but just seeing that as a kid made me believe as my grandmother used to tell me that "impossible is just the possible that someone has not put in enough effort to make it come true."*

*Ήμουν πέντε χρόνων και ποτέ δεν κατάλαβα... γιατί η NASA δεν προσλάμβανε τον Κάπτεν Κερκ και τον Σποκ να κάνουν τη δουλειά,... **στο κάτω-κάτω**, ήταν πλήρως καταρτισμένοι... αλλά και μόνο που το έβλεπα αυτό όταν ήμουν παιδί... με έκανε να πιστεύω, όπως μου έλεγε η γιαγιά μου,... πως "το αδύνατο είναι απλά το δυνατό... για το οποίο κάποιος δεν έχει προσπαθήσει αρκετά, ώστε να το πραγματοποιήσει."*

***After all** where else would we put all of those children who don't have any parents?*

***Στο κάτω κάτω** πού αλλού θα βάζαμε όλα εκείνα τα παιδιά που δεν έχουν γονείς;*

***After all** maybe they knew something he didn't.*

***Στο κάτω κάτω της γραφής**, ίσως να ήξεραν κάτι παραπάνω.*

*We are **after all** organic creatures and the culture of the school is absolutely essential.*

*Είμαστε **εξάλλου** οργανικά όντα και η εκπαιδευτική καλλιέργεια μάς είναι απολύτως απαραίτητη.*

Here Collins dictionary does not include any illustrative example, while the example of WordReference is a complete sentence, which could help users to understand the phraseology. We can also see that the corpus can offer a variety of examples, with adequate context.

✓ **fade away** she is fading away

Collins: does not include this phraseological unit

WordReference: *From here, it looks like the mountains fade away into the distance. The further we walked from the disco, the more the music faded away.*

TED Parallel EN-GR Corpus:

*And what seems to be going on is that in the brain those neural connections that are important those synaptic connections that are important are linked and strengthened while those that are less important tend to **fade away** and be less important.*

*lets the less productive areas **fade away** and die and as a result the whole system is so much more efficient so much richer for everybody.*

For this phraseological Unit, Collins does not include it at all, but WordReference includes it and provides two examples with sufficient context, as opposed to Oxford. As we see for the corpus findings, a lexicographer can retrieve good and complete sentences from real language texts.

✓ **get rid of** how can we get ~ off her?

Collins: does not provide example

WordReference: *You need to get rid of those pants - you never wear them anymore. The local museum got rid of its entrance charge; it's free to go in now. I'm trying to think of some way of getting rid of him.*

TED Parallel EN-GR Corpus:

*And now that **we've gotten rid of** the bacteria DNA the virus DNA takes control of the cell and it tells it to start making more viruses.*

*If you are willing to do this you can take a couple of drops of a bitter substance or a sour substance and you'll see that face the tongue stick out the wrinkled nose as if they're trying **to get rid of** what's in their mouth.*

*They're asking you and me using online policy wikis to help not simply **get rid of** burdensome regulations.*

*They took the elevated highway **they got rid of** it they reclaimed the street the river down below below the street and you can go from one end of Seoul to the other without crossing a pathway for cars.*

So we got rid of the highway but we created a traffic island and it's certainly not a mobility pathway for anything other than cars.

*Αυτό που φαίνεται πως συμβαίνει είναι πως στον εγκέφαλο αυτές οι νευρωνικές συνδέσεις που είναι σημαντικές αυτές οι συναπτικές συνδέσεις που είναι σημαντικές ενώνονται και ενδυναμώνονται ενώ όσες είναι λιγότερο σημαντικές τείνουν να **ξεθωριάζουν** και γίνονται λιγότερο σημαντικές.*

*αφήνει τις λιγότερο παραγωγικές να **σβήνουν** και να χάνονται και ως αποτέλεσμα όλο το σύστημα είναι αποτελεσματικότερο και πλουσιότερο για όλους.*

*Και τώρα που **ξεφορτωθήκαμε** το βακτηριακό DNA, το ιικό DNA παίρνει τον έλεγχο του κυττάρου και του λέει να αρχίσει να φτιάχνει περισσότερους ιούς.*

*Αν θέλετε να το κάνετε μπορείτε να πάρετε μερικές σταγόνες κάποιας πικρής ή κάποιας ξινή ουσίας και θα δείτε αυτή τη φάτσα η γλώσσα να εξέχει η ρυτιδιασμένη μύτη λες και προσπαθούν **να απαλλαχθούν από** αυτό που βρίσκεται μέσα στο στόμα τους.*

*Ρωτάνε εμένα και εσάς χρησιμοποιώντας διαδικτυακά συνεργατικά εργαλεία ώστε να βοηθήσουν όχι απλά να **ξεφορτωθούμε** επαχθείς.*

*Πήραν την υπερυψωμένη λεωφόρο την **ξεφορτώθηκαν** αξιοποίησαν τον δρόμο το ποτάμι από κάτω κάτω απ' τον δρόμο και μπορείτε να πάτε απ' την μια άκρη της Σεούλ στην άλλη χωρίς να διασχίσετε μια διόδο αμαξιών.*

*Οπότε **ξεφορτωθήκαμε** τη λεωφόρο αλλά φτιάξαμε μια νησίδα και σίγουρα δεν είναι τίποτε άλλο από μια διόδο αμαξιών.*

Here we observe that Collins does not give any example, while WordReference provides three examples (one for each meaning: 'throw away', 'dispense with', 'person: make leave'). These three examples contain a sufficient amount of context in order for the user to understand the meaning and usage. The parallel corpus, on the other hand, provides other options for the lexicographer. Nevertheless, as we see, sometimes the sentences should be modified (to be more concise and not so context-dependent) in order to be appropriate for dictionary usage.

6.3.5 Conclusions Oxford

After examining the sample of phraseology in Oxford Dictionary and comparing it with the information provided in the other two dictionaries (Collins and WordReference) as well as with the corpus findings, we can reach a conclusion about the quality of the illustrative examples. In general, we noticed that it includes a large number of examples, which is very positive both for the native and non-native speakers, while the overall quality is satisfactory. Additionally, they provide long introductory notes, which can help the user to understand and use the dictionary better in relation to the illustrative examples.

Nevertheless, we have detected some problems, such as the absence of illustrative examples for some important phraseological units (*in addition to, not at all, fair enough, etc.*). In many cases, we have noticed problems with the translation of the examples (*keep one's mind on, by now, be/come under pressure, etc.*), which might confuse the readers. In these cases, the lexicographer could retrieve ready examples from parallel corpora. Finally, we noticed that very often there is not adequate context in the examples (*in spite of, in vain, etc.*) which makes them useless for the user. In most of the cases, our corpus could provide good alternative illustrative examples for the dictionary, however, many times, the sentences need to be modified in order to be appropriate for the dictionaries.

6.4 Collins dictionary

Collins dictionary mentions the following in the introduction about the illustrative examples:

Examples, taken from the unique Bank of English, show you how to use the translation in context and are in bold italic and preceded by a box □
--

Figure 6-2 Introductory notes of Collins about illustrative examples

Even though they do not offer so much information, they note, however, that the examples are retrieved from the Bank of English corpus, which will ensure the actual context where the lemmas are used. They also provide some information about the format of the given examples: “they are in bold italic and preceded by a box □”. It is very important to have a visual separation of each segment of the microstructure and the practice of Collins dictionary seems to have this in mind.

In the paragraphs below, we study a sample of phraseology in the Collins dictionary, in order to examine the presentation of the illustrative examples, with the aim to assess its overall quality regarding the specific area.

6.4.1 Not providing examples

By examining various phraseological units in Collins dictionary, we noticed that for that many of them they do not provide any example. Below we demonstrate some of the phraseology that it is not included and we compare with the other two dictionaries, as well as with the corpus findings:

✓ **in addition to**

Oxford: does not provide example

WordReference: *In addition to the paper itself I include a full bibliography.*

TED Parallel EN-GR Corpus:

In addition to these complexities I just learned that

*And then **in addition to** that at the same time hand tools were replaced by massive electric tools*

***In addition to** multiple choice and the kinds of short answer questions that you saw in the video we can also grade*

***In addition** they should be able to consider the possibility of*

*Okay but **in addition** voice-based tests are non-expert.*

***Εκτός απ'** αυτές τις επιπλοκές πρόσφατα έμαθα ότι*

*Και τότε **συν τοις άλλοις** την ίδια στιγμή τα εργαλεία χειρός αντικαταστάθηκαν από μαζικά ηλεκτρικά εργαλεία*

***Εκτός από** εκείνες της πολλαπλής επιλογής και τα είδη των σύντομων ερωτήσεων που είδατε στο βίντεο μπορούμε να βαθμολογούμε*

***Επιπλέον** θα πρέπει να είναι σε θέση να*

***Επιπλέον** όμως τα τεστ φωνής δεν χρειάζονται εξειδίκευση*

For the phraseology *in addition to*, Oxford does not provide an example either, while WordReference includes one. The parallel corpus has many sentences including the phraseological unit - which could be used as examples in the dictionary - some of which are presented above.

✓ **after all**

Oxford: we failed after all

WordReference: *After all, nobody but the patient has the right to refuse the treatment. Tina is feeling better now, so she can come with us after all. I'm definitely going to the concert - they are my favourite band after all.*

TED Parallel EN-GR Corpus:

***After all** public safety is too important to leave to the professionals.*

*We are **after all** organic creatures and the culture of the school is absolutely essential.*

*And I was five years old and I never understood why NASA didn't hire Captain Kirk and Spock to do the job; **after all** they were very proficient "*

***After all** where else would we put all of those children who don't have any parents?*

***After all** maybe they knew something he didn't.*

***Άλλωστε**, η δημόσια ασφάλεια παραείναι σημαντική για να την εμπιστευτούμε στους επαγγελματίες.*

*Είμαστε **εξάλλου** οργανικά όντα και η εκπαιδευτική καλλιέργεια μάς είναι απολύτως απαραίτητη.*

*Ήμουν πέντε χρόνων και ποτέ δεν κατάλαβα... γιατί η NASA δεν προσλάμβανε τον Κάπτεν Κερκ και τον Σποκ να κάνουν τη δουλειά,... **στο κάτω-κάτω**, ήταν πλήρως καταρτισμένοι"*

***Στο κάτω κάτω** πού αλλού θα βάζαμε όλα εκείνα τα παιδιά που δεν έχουν γονείς;*

***Στο κάτω κάτω της γραφής**, ίσως να ήξεραν κάτι παραπάνω.*

In the case of *after all*, we notice that the other two dictionaries include illustrative examples, while the corpus offers many options to the lexicographer, which can be incorporated as examples in the dictionary.

✓ **by and large**

Oxford: does not provide example

WordReference: *Not everything about my job is good, but by and large, I enjoy it.*

TED Parallel EN-GR Corpus:

*Once they got over the shock though **by and large** people opted for somewhere between 70 to 95 percent or the 3 to 20 percent marks.*

*OECD countries, **by and large**, you should think about these as the richest, most industrialized countries in the world.*

*Interestingly enough, when you start to crank the data, these pockets of futureless language speakers all around the world turn out to be, **by and large**, some of the world's best savers.*

*Μόλις όμως ξεπέρασαν το σοκ επέλεξαν **σε γενικές γραμμές** κάπου μεταξύ του 70 έως 95 τοις εκατό ή από 3 έως 20 τοις εκατό.*

*Τα κράτη του ΟΟΣΑ, **γενικώς**, θα έπρεπε να τα θεωρείτε ως τα πλουσιότερα και τα πιο βιομηχανοποιημένα κράτη του κόσμου.*

*Έχει ενδιαφέρον πως όταν ξεκινάς να επεξεργάζεσαι τα δεδομένα αυτοί οι ομιλητές γλωσσών χωρίς μελλοντικούς χρόνους σε όλο τον κόσμο αποδεικνύεται πως είναι **με διαφορά** από τους καλύτερους αποταμιευτές παγκοσμίως.*

Here only WordReference provides an example. We notice that the corpus can be a source for illustrative sentences, even if some modifications might be needed.

✓ **even though**

Oxford: does not provide example

WordReference: *I decided to walk to the library even though it was raining.*

TED Parallel EN-GR Corpus:

*he had had to drop out of school in eighth **grade even though** he was very smart and he'd spent almost 20 years rebuilding his life.*

*But those guns were really a message for me and **even though** he hadn't raised a hand to me my life was already in grave danger every minute of every day.*

***even though** we have tremendous overlap between the views on these fiscal issues of Democrats and Republicans we have even more overlap when you add in the independents.*

*And **even though** I had absolutely no idea what I was going to do in that uncertainty came a sense of freedom.*

*The paradox of happiness is that **even though** the objective conditions of our lives have improved dramatically we haven't actually gotten any happier.*

*But what lifted my heart and strengthened my soul was that **even though** this was the case although they were not seen as ordinary this could only mean one thing: that they were extraordinary -- autistic and extraordinary.*

*αναγκάστηκε να αφήσει το σχολείο στη β' γυμνασίου **αν και** ήταν πολύ έξυπνος και πέρασε σχεδόν 20 χρόνια ξαναχτίζοντας τη ζωή του*

*Αλλά αυτά τα όπλα ήταν πραγματικά ένα μήνυμα για εμένα **αν και** δεν είχε απλώσει χέρι πάνω μου η ζωή μου ήταν ήδη σε μεγάλο κίνδυνο κάθε λεπτό της κάθε μέρας.*

***αν και** έχουμε τεράστιες επικαλύψεις ανάμεσα στις απόψεις για τα δημοσιονομικά θέματα των Δημοκρατικών και των Ρεπουμπλικάνων έχουμε περισσότερες επικαλύψεις όταν προσθέσουμε και τους ανεξάρτητους.*

***Παρόλο που** δεν είχα ιδέα τι θα έκανα μέσα σ' αυτή την αβεβαιότητα ήρθε η αίσθηση της ελευθερίας.*

*Το παράδοξο της ευτυχίας είναι πως **παρ' όλο που** οι αντικειμενικές συνθήκες της ζωής μας έχουν βελτιωθεί δραματικά δεν είμαστε πιο ευτυχισμένοι.*

*Αυτό όμως που με ενθάρρυνε και με ενδυνάμωσε ήταν ότι **ακόμη και αν** έτσι ήταν τα πράγματα αν και δεν τους θεωρούσαν φρεσιολογικούς αυτό σήμαινε ένα μόνο πράγμα: ότι ήταν εξαιρετικοί -- αυτιστικοί και εξαιρετικοί.*

The phraseological unit *even though* has a very high frequency in English. Even if its usage is not particularly complicated, the presence of an illustrative example can help both native and non-native English speakers in a bilingual dictionary. We notice that Oxford and Collins do not provide an example, as opposed to WordReference. On the other hand, we can see that we

encountered the expression various times in the corpus (only some of them are demonstrated here); thus it would be a good idea for the lexicographer to use some of them.

✓ I have no idea

Oxford: you have no idea of what it is like to be hungry

WordReference: *I have no idea how I'm going to get home now my car's broken down. I have no idea how she found out*

TED Parallel EN-GR Corpus:

You have no idea how exciting it is to hear a story like yours.

When I first began recording wild soundscapes 45 years ago I had no idea that ants insect larvae sea anemones and viruses created a sound signature.

Young students are always asking me what these animals are saying and really I've got no idea.

So I wish that I could tell you what the future of personal robotics looks like. To be honest I have no idea.

I had no idea how perfect a real education I was getting for the music business on this box.

And you have no idea how hard it is to talk to somebody or take care of somebody you can't talk to.

Δε φαντάζεσαι πόσο συναρπαστικό είναι να ακούμε μια ιστορία σαν τη δική σου.

Όταν πρωτοξεκίνησα την ηχογράφηση άγριων ηχητικών τοπίων πριν από 45 χρόνια δεν είχα ιδέα ότι τα μυρμήγκια οι προνύμφες εντόμων οι θαλάσσιες ανεμώνες και οι ιοί δημιουργούσαν υπογραφές ήχου.

Οι νεαροί φοιτητές πάντα με ρωτούν τι λένε αυτά τα ζώα και πράγματι δεν έχω ιδέα.

Μακάρι να μπορούσα να σας πω με τι μοιάζει το μέλλον των προσωπικών ρομπότ. Για να είμαι ειλικρινής δεν έχω ιδέα.

Δεν είχα ιδέα πόσο τέλεια και αληθινή εκπαίδευση λάμβανα με την μουσική επιχείρηση πάνω στο κουτί.

Δεν μπορείτε να φανταστείτε πόσο δύσκολο είναι να μιλάς σε κάποιον ή να φροντίζεις κάποιον στον οποίο δεν μπορείς να μιλήσεις.

Both Oxford and WordReference include an example for the phraseology *have no idea*, as opposed to Collins dictionary. In this case again, the corpus can provide a variety of sentences to be used as examples.

✓ throw in the towel

Oxford: does not provide example

WordReference: *David knew he'd lost the match, but he refused to throw in the towel.*

TED Parallel EN-GR Corpus:

Every time something didn't work we just throw in the towel and said "Let's forget it."

Κάθε φορά που κάτι δεν δουλεύει απλά τα εγκαταλείπουμε και λέγαμε "Ας το ξεχάσουμε".

The meaning of the phraseology *throw in the towel* could be better illustrated in the dictionary with an example. From the three dictionaries only WordReference provides one, while the lexicographer can turn to the corpus to extract a good example. In this case, we only encountered the phrase once, but a larger (monolingual or bilingual) corpus, or a web search could provide more options.

✓ no matter what/how, etc.

Oxford: does not provide example

WordReference: *No matter what you say, I'm leaving. She resists any change, no matter how small. No matter how you go, you can't get there in less than an hour.*

TED Parallel EN-GR Corpus:

And it was then I understood that **no matter how** stark the reality the human being fits it into a narrative that is palatable.

No matter what you do nature covers it up so quickly.

So even before a target appears that she's supposed to cross with the cursor that she's controlling with this joystick Aurora is trying to find the target **no matter where** it is.

Throughout it all the dollar has been one of the most long-standing stable reasonable currencies and we all use it every single day **no matter what** the people screaming about tell us **no matter how** scared we're supposed to be.

But there's something I think that's quite interesting in this graph and that is basically with one exception **no matter what** people are doing they're mind-wandering at least 30 percent of the time which suggests I think that mind-wandering isn't just frequent it's ubiquitous.

In this case, WordReference is once again the only dictionary of the three to include an illustrative example. On the other hand, our parallel corpus offers various options for the lexicographer to choose candidate examples.

✓ **speak up**

Oxford: does not provide example

WordReference: does not provide example

TED Parallel EN-GR Corpus:

They're hugely dedicated to the institutions that they work for, and the reason that they **speak up**, the reason they insist on seeing, is because they care so much about the institution and want to keep it healthy.

Και τότε κατάλαβα πως **όσο ωμή κι αν είναι** η πραγματικότητα ο κάθε άνθρωπος την προσαρμόζει με τον πιο εύπεπτο τρόπο.

Ό τι και να κάνεις η φύση το καλύπτει τόσο γρήγορα.

Έτσι πριν ακόμα εμφανιστεί ο στόχος πάνω από τον οποίο θα πρέπει να περάσει τον κέρσορα που ελέγχει με αυτόν το μοχλό... η Αουρόρα προσπαθεί να βρει το στόχο **ασχέτως με το που** βρίσκεται αυτός.

Στη διάρκεια όλων αυτών το δολάριο ήταν από τα μακροβιότερα σταθερότερα μετριοπαθή νομίσματα και το χρησιμοποιούμε κάθε μέρα. **ανεξάρτητα από αυτά που** μας λένε όσοι φωνασκούν **ανεξάρτητα από το πόσο** φοβισμένοι θα έπρεπε να είμαστε.

Αλλά νομίζω υπάρχει κάτι πολύ ενδιαφέρον σε αυτό το γράφημα και αυτό είναι με μία εξαίρεση **ανεξαρτήτως το τι** κάνουν ονειροπολούν τουλάχιστον το 30% του χρόνου τους που δείχνει πιστεύω πως το ονειροπόλημα δεν είναι απλά συχνό είναι συνεχές.

For the phraseology *speak up* we observe that no dictionary provides an example. Of course, it is not always necessary for a dictionary to include examples for all the phraseological units, however, many times, the meaning the usage and translation can be better illustrated if they are given in a real language utterance, such as the sentences provided by the corpus.

✓ **turn on (the lights)**

Oxford: does not provide example

WordReference: does not provide example

TED Parallel EN-GR Corpus:

What this means is that while regular acrylic only diffuses light around the edges this one illuminates across the entire surface when I **turn on the lights** around it.

Αυτό σημαίνει ότι ενώ το απλό ακρυλικό διαχέει το φως μόνο γύρω από τις άκρες αυτό φωτίζει πέρα από την ολόκληρη επιφάνεια όταν **ανάβω φώτα** γύρω από αυτό.

Here again, we notice that none of the dictionaries chooses to include an example.

✓ **no wonder (that)**

Oxford: no wonder he failed

WordReference: *No wonder the house is so cold, the heater is broken! No wonder the baby is crying, his diaper needs to be changed.*

TED Parallel EN-GR Corpus:

*And as jobs continue to leave my community and energy continues to come in be exported in **it's no wonder that** really some people refer to the South Bronx as a desert.*

*Και καθώς οι δουλειές μειώνονται στην κοινότητά μου κι η ενέργεια συνεχίζει να εισάγεται, να εξάγεται σε μας, **δεν είναι καθόλου περίεργο που** πράγματι κάποιοι αποκαλούν το Νότιο Μπρονξ έρημο.*

*When tenacious little ones learn how to garden like this **it's no wonder** we get fruit like that.*

*Όταν μικράκια με πείσμα μαθαίνουν πώς να φουτεύουν έτσι **δεν είναι περίεργο που** παράγουμε τέτοια φρούτα.*

Oxford and WordReference include an example for the expression *no wonder*. Unlike WordReference, Oxford includes a very short example, which does not show to the user the meaning or the usage of the phrase. In cases like these, the corpus can provide a variety of sentences with more context.

✓ **well done!**

Oxford: does not include this phraseological unit

WordReference: *You got an A on the test? Well done!*

TED Parallel EN-GR Corpus:

*Grandmother: **Well done!***

*Γιαγιά: **Πολύ ωραία!***

*So that was -- (Applause) **Well done.***

*Αυτό λοιπόν ήταν -- (Χειροκρότημα) **Πολύ ωραία.***

*The one you made. (Clicks metronome) (Clicks metronome) **Well done.***

*Αυτό που έκανες. (Κάνει το μετρονόμο) (Κάνει το μετρονόμο) **Ωραία.***

Well done.

Μπράβο σας!

***Well done** everyone.*

***Μπράβο** σε όλους.*

In this case, Oxford does not include the phraseology at all, while WordReference includes it and additionally, provides an example. We found the phraseology various times in the corpus, but as it was a part of dialogues, the context provided is not sufficient for the lexicographer to use it in the dictionary. In that case, the lexicographer can consult other resources and/or modify the sentences extracted.

6.4.2 Translation problems

Even though in general Collins dictionary provides translations of good quality, we noticed some cases of improper translations. These cases require lot of attention, since the readers reply on them in order to use and translate the phraseology correctly.

- ✓ **out loud: I laughed out loud at the thought** γέλασα δυνατά στη σκέψη

In this example, the Greek translation is actually an incomplete sentence, as it is transferred word by word in the target language. It would sound more complete in Greek if we add the pronoun *αυτη* (this): γέλασα δυνατά σε αυτη τη σκέψη

Oxford: does not include the phraseology

WordReference: provides an example without Greek translation: "Oh my gosh, did I say that out loud? I only meant to think it."

- ✓ **It's up to you: it's not up to me to decide** δεν είναι δική μου δουλειά να αποφασίσω

Here the translation is not completely wrong, but the expression *είναι δική μου δουλειά* has more of the meaning of *it's my business*. So a more appropriate translation in this case would have been: *δεν είναι στο χέρι μου να αποφασίσω*.

Oxford: they provide an example without any problem in the translation, but without any additional context: **it's up to you** εξαρτάται από σένα

WordReference: provides an example without Greek translation: "We can get Mexican or Chinese food tonight - it's up to you."

- ✓ **turned out to be: The Marvins' house turned out to be an old converted barn** Το σπίτι των Μάρβιν αποδείχθηκε ότι ήταν ένας παλιός τροποποιημένος αγροώνας.

The problem here lies in the translation of **old converted barn as παλιός τροποποιημένος αγροώνας**. It actually sounds very odd in Greek, because it is a literal translation. A more natural translation of the sentence would have been: *Αποδείχθηκε ότι το σπίτι των Μάρβιν ήταν ένας παλιός αγροώνας που είχε τροποποιηθεί σε κατοικία*. (It turned out that the house of Marvin was an old barn, which had been converted to a residence)

Oxford: does not include the phraseology

WordReference: provides an example without Greek translation: "Not many people turned out to vote on election day."

6.4.3 Alternative translations

By examining the illustrative examples in Collins dictionaries, we notice that many times, they provide alternative translations. Usually, these translations belong to the equivalents that have already been proposed by the lexicographer.

- ✓ **to be on one's way** Lynn was on her way home η Λυν ήταν στο δρόμο για *or* πήγαινε προς το σπίτι
- ✓ **no way!** (inf) "Lend me £5."- "No way." "Δάνεισέ μου πέντε λίρες." – "Με τίποτα *or* Αποκλείεται."
- ✓ **watch out** if you don't watch out, he might stick a knife into you αν δεν φυλάγεται *or* προσέχεις, μπορεί να σου μπήξει κανένα μαχαίρι

- ✓ **in this respect** σε αυτό το σημείο, από αυτή την άποψη: **We are lagging behind in this respect....** Έχουμε μείνει πίσω σε αυτό το σημείο *or* από αυτή την άποψη

In this case, we observe that the two alternative translations provided - which are also the translation equivalents - are not synonyms. Rather, they have different meanings: *σε αυτό το σημείο* means: at this point, and *από αυτή την άποψη* means: in this respect. It is misleading for the

lexicographer to present both of them as synonyms and this might create confusion to the readers. In addition, we notice that there is not enough context in the example. This makes the understanding of the meaning and usage more difficult.

Oxford: does not include the phraseology

WordReference: provides an example without Greek translation: “*She’s kind of shy but in that respect she’s no different than I am.*”

6.4.4 Not providing adequate context

In the examples below, we notice that the lexicographer does not provide enough context, which results in illustrative examples that are not complete sentences, or that they do not illustrate the meaning, the grammatical functions or the usage characteristics of the phraseology:

- ✓ **kill time** he spent long hours killing time
- ✓ **under control** everything is under control
- ✓ **in effect** in effect he has no choice
- ✓ **for good** the theatre closed down for good
- ✓ **let down** Charlie’s never let me down yet

Below, we demonstrate some of these cases, we compare them with the other two dictionaries, and provide alternative sentences retrieved from the corpus.

- ✓ **kill time** - he spent long hours killing time

Oxford: leaf through a magazine to kill time

WordReference: *I listened to my I-Pod to kill time while waiting for the bus*

TED Parallel EN-GR Corpus:

*I’m just **killing time.***”

Απλά σκοτώνω την ώρα μου.”

*Picking your family is about consciously choosing who and what you want rather than just making it work or **killing time** with whoever happens to be choosing you.*

*Το να διαλέξεις την οικογένειά σου σημαίνει συνειδητά να επιλέγεις ποιον και τι θέλεις παρά να σε ενδιαφέρει απλώς αν προχωράει ή **να σκοτώνεις την ώρα σου** με οποιονδήποτε τυχαίνει να σε επιλέγει.*

We can notice that both the dictionaries and the corpus provide sentences with more context which could help the dictionary user understand and use the phraseology properly.

- ✓ **under control** - everything is under control

Oxford: does not provide example

WordReference: *Don’t worry, I’ve got everything under control here at the office.*

TED Parallel EN-GR Corpus:

*He was born two and a half years ago and I had a pretty tough pregnancy because I had to stay still in a bed for like eight months. But in the end everything seemed to be **under control.***

*Γεννήθηκε πριν δύομισι χρόνια και η εγκυμοσύνη μου ήταν δύσκολη επειδή έπρεπε να μείνω ακίνητη στο κρεβάτι για περίπου οκτώ μήνες. Αλλά τελικά όλα φαινονταν πως ήταν **υπό έλεγχο.***

*You see then Greece was **under control** of a very powerful establishment which was strangling the country*

*Βλέπετε η Ελλάδα τότε ήταν **υπό τον έλεγχο** ενός πολύ ισχυρού καθεστώτος το οποίο στραγγάλιζε τη χώρα*

Oxford dictionary does not provide an example of usage, while WordReference gives an adequate example, which illustrates the usage of the idiom. The corpus, however, provides alternative solutions for the lexicographers, even though one might need to modify the sentences to be more dictionary appropriate.

✓ **in effect** - in effect he has no choice

Oxford: does not provide example

WordReference: *The Internet is, in effect, the most detailed archive of our times.*

TED Parallel EN-GR Corpus:

*So **in effect** even after you've taken transmission loss into account and everything even using the same source fuel you're at least twice as better off charging an electric car then burning it at the power plant.*

*Έτσι **στην ουσία** λαμβάνοντας υπόψη την απώλεια μεταφοράς και όλες τις άλλες απώλειες ακόμη κι αν χρησιμοποιείς την ίδια πηγή ενέργειας είναι τουλάχιστον 2 φορές καλύτερα να φορτίζεις ένα ηλεκτρικό αμάξι από το να το καίς στη μονάδα παραγωγής.*

***In effect** a vicious cycle of fear avoidance mistrust and misunderstanding had been established and this was a battle in which I felt powerless and incapable of establishing any kind of peace or reconciliation.*

*Δημιουργήθηκε **στην ουσία** ένας φαύλος κύκλος φόβου αποφυγής δυσπιστίας και παρανόησης κι ήταν μια μάχη μέσα στην οποία ένιωθα αδύναμη κι ανίκανη να επαναφέρω ένα είδος γαλήνης και συμφιλίωσης.*

*So now, when insulin says to a cell, I want you to burn more energy than the cell considers safe, the cell, **in effect**, says, "No thanks, I'd actually rather store this energy."*

*Οπότε τώρα, όταν η ινσουλίνη λέει σε ένα κύτταρο, "θέλω να καταναλώσεις περισσότερη ενέργεια" απ' όση το κύτταρο θεωρεί ασφαλές, το κύτταρο **σε απάντηση**, λέει "Όχι ευχαριστώ, θα προτιμούσα να αποθηκεύσω αυτή την ενέργεια."*

Here again Oxford does not provide an example, while WordReference gives a good example with sufficient context. Our corpus, on the other hand, offers various options for examples which could be used in the dictionary.

✓ **for good** - the theatre closed down for good

Oxford: I am leaving Greece for good

WordReference: *His severe injury ended his sports career for good.*

TED Parallel EN-GR Corpus:

*When he got out he was going to leave the dope game **for good** and fly straight and he was actually working on merging his two passions into one vision.*

*Όταν θα αποφυλακίζόταν θα **εγκατέλειπε** τα ναρκωτικά και θα έμπαινε στον ίσιο δρόμο και πράγματι προσπαθούσε να ενώσει τα δύο του πάθη σε ένα όραμα.*

*There I rose from my chair **for good** I leaned on my cane and I looked back finding all from my fellow passengers in the bus to photographs of the crash and when I saw this photograph I didn't see a bloody and unmoving body.*

*Εκεί σηκώθηκα **για τα καλά** από το καρότσι έγειρα πάνω στο μπαστούνι μου και έριξα μια ματιά στο παρελθόν βρήκα όλους τους συνεπιβάτες μου στο λεωφορείο αλλά και φωτογραφίες από το δυστύχημα και όταν είδα αυτή τη φωτογραφία δεν είδα ένα αιμόφυρτο και ακίνητο σώμα.*

For the phraseological unit *for good*, it seems that it was a challenge for the lexicographers to use it in a good example. Both Collins and Oxford provide a small sentence without much context. WordReference includes a longer sentence, which would help but as it is, no translation is provided for the example, which makes it much less useful. If we replace the expression with another phrase, the meaning would be totally different (for example: the theatre closed down *in time/out of the sudden/before our eyes*, etc.). Of course, the verbs used in the sentences proposed, such as *close down, leave, end* are actually indicating a permanent situation which is implied by the

expression *for good*. Corpus consultation would be advised in this case, because so much more context is available.

✓ **let down** - Charlie's never let me down yet

Oxford: I will never let you down. Don't let me down as you did last time

WordReference: *You had better get straight A's in school -- don't let me down!*

TED Parallel EN-GR Corpus:

*I'd say as a doctor I delivered the best clinical care I could but as a human being **I let you down**.*

*You didn't need my judgment and my contempt. You needed my empathy and compassion, and above all else, you needed a doctor who was willing to consider maybe you didn't **let the system down**.*

*Maybe the system, of which I was a part, **was letting you down**. If you're watching this now, I hope you can forgive me.*

*Θα έλεγα, ως γιατρός, έδωσα την καλύτερη κλινική φροντίδα που μπορούσα, αλλά σαν άνθρωπος, **σας απογοήτευσα**.*

*Χρειαζόσασταν την συμπάθεια και την συμπόνια μου, και πάνω απ'όλα, χρειαζόσασταν έναν γιατρό που ήταν διατεθειμένος να λάβει υπόψη ότι ίσως δεν **απογοητεύσατε** εσείς το σύστημα.*

*Ίσως το σύστημα, του οποίου ήμουν κομμάτι, **σας απογοήτευσε**. Εάν το βλέπετε αυτό τώρα, ελπίζω να μπορέσετε να με συγχωρέσετε.*

In the examples from Oxford and Collins the meaning of the phraseology is not clearly demonstrated. WordReference on the other hand, provides a more complete sentence, better illustrating the meaning of *let someone down* (making the connection with school grates).

6.4.5 Context Specific

As we noted before, the examples provided in Collins dictionary have been retrieved – according to the editors- from corpora. Having examples from real language utterances is an important benefit of a dictionary and can offer many advantages as we explained before. However, a very context-dependent sentence might not be always appropriate for a dictionary illustrative example. The readers might not always be aware of the specific information included, and this would result in poor understanding of the phraseology. Below, we see some examples from Collins which are strongly linked to specific context and we compare them with the other dictionaries, as well as with the corpus findings:

✓ **to be on a par with** he claimed that Warhol was on a par with Titan

Oxford: does not provide example

WordReference: *does not include this phraseological unit*

TED Parallel EN-GR Corpus:

*So it's **on a par with** the water supply or the road network.*

*Έτσι είναι **στο ίδιο επίπεδο με** την παροχή νερού ή του οδικού δικτύου.*

*The vast majority of its people are living in really miserable poverty despite an income per capita that's **on a par with** that of Portugal.*

*Η συντριπτική πλειοψηφία των κατοίκων ζει σε πραγματικά τραγική φτώχεια παρά το κατά κεφαλήν εισόδημα που **είναι ανάλογο με** αυτό της Πορτογαλίας.*

In this case the example of Collins dictionary includes strong cultural connotations, which cannot ensure that they are actually understandable to everybody. Besides that, the sentence is rather short and the meaning of the phraseology is not sufficiently demonstrated. Unfortunately, Oxford does not provide any example, and WordReference does not include the phraseology at all. But we can retrieve some more information and alternative examples from our corpus.

✓ **whipping boy** Cyprus are no longer the whipping boys of European football

Oxford: does not provide example

WordReference: does not include this phraseological unit

TED Parallel EN-GR Corpus:

*And then we were surprised when every ad hoc new measure didn't bring an end to the crisis and of course that made it very easy to look for a **whipping boy** for our collective European failure and of course that was Greece.*

*Και στη συνέχεια εκπλαγήκαμε όταν κάθε εξειδικευμένο νέο μέτρο δεν έφερε το τέλος της κρίσης, και αυτό φυσικά έκανε πολύ εύκολη την αναζήτηση ενός **αποδιοπομπαίου τράγου** για τη συλλογική Ευρωπαϊκή αποτυχία, και αυτός φυσικά ήταν η Ελλάδα.*

This Collins example has a specific reference, which cannot be understandable easily, by someone that has no particular knowledge of football. Here again, Oxford does not provide any example, while WordReference does not include the phraseological unit. But we can explore the corpus findings, in order to retrieve a better example.

6.4.6 Conclusions Collins

After examining various illustrative examples in Collins dictionary, in comparison with the Oxford and WordReference, as well as with the parallel corpus we created from TED talks, we can conclude that they provide generally good examples, with adequate context and good translations. In fact, for many of the examples more than one translations are provided (*no way, in this respect*, etc.), which gives more options to the user. An important advantage of this dictionary is the fact that the examples are all collected from a corpus of real language data (Bank of English) as stated in the introductory notes.

However, many times, the examples retrieved from the corpus were strongly linked to the specific context (*whipping boy*, etc.) which makes them inappropriate for inclusion as illustrative examples in a dictionary. While - even though in general the examples provided adequate context - in some cases, the examples were not carefully chosen, and the sentences, usually short, (*kill time, under control, in effect*, etc.) were not able to provide enough information about the meaning and the usage of the phraseology.

On the other hand, the translations were made by the lexicographers (as the corpus was monolingual) and this resulted in some irregular translations (*out loud, it's up to you, turned out to be*, etc.), which misleads the users - especially the non-Greek speakers - for the proper translation of the sentence. Among the problems we encountered was the absence of illustrative examples for some important phraseological units (*in addition to, after all, by and large*, etc.). Of course, we should not disregard the limitations of a paper edition, but the total number of examples in the example we examined is much less than WordReference and slightly more than the Oxford dictionary). Finally, as opposed to Oxford, Collins provide very few information about the presentation of phraseology in the introductory notes of the dictionary.

6.5 WordReference dictionary

As opposed to the printed editions, WordReference dictionary does not provide any introductory paragraph regarding the practice it follows about illustrative examples. Therefore, we must base our conclusions by examining the examples provided in the dictionary.

6.5.1 Not providing examples

Generally, we observe that WordReference includes many more illustrative examples than the other two dictionaries (see table below). Of course, this is something that we should expect from an electronic dictionary. There is no limitation concerning the space, while the editors can modify the lemmas at any time and add examples if needed – even if the first editions did not include any examples. Nevertheless, we have noticed that some entries of important phraseological units do not include illustrative examples. Below we list some of these cases, while at the same time we compare with the other two dictionaries (Oxford and Collins), and we provide the info retrieved from our parallel corpus:

✓ all around

Oxford: does not provide example

Collins: does not include this phraseological unit

TED Parallel EN-GR Corpus:

*There were plenty of role models **all around us**.*

*Interestingly enough when you start to crank the data these pockets of futureless language speakers **all around the world** turn out to be by and large some of the world's best savers.*

*It exists in basically all of the cities **all around the world** which is a little bit surprising when you think about it.*

*So we have thousands of volunteers who are passionate about saving lives and they're spread **all around** so whenever a call comes in they just stop everything and go and run and save a life.*

*Υπήρχαν πολλά πρότυπα **γύρω μας**.*

*Και είναι αρκετά ενδιαφέρον το ότι υπάρχουν ομιλητές γλωσσών χωρίς μελλοντικούς χρόνους **σε όλο τον κόσμο**.*

*Συμβαίνει σε όλες τις πόλεις **ανά τον κόσμο** γεγονός εκπληκτικό αν το συλλογιστούμε.*

*Έχουμε λοιπόν χιλιάδες εθελοντές που λατρεύουν να σώζουν ζωές κι είναι διασκορπισμένοι **παντού τριγύρω** ώστε κάθε φορά που λαμβάνουμε κάποια κλήση απλώς διακόπτουν ότι κάνουν και τρέχουν να σώσουν ζωές.*

In this case Oxford does not provide an example, either, while Collins does not include the phraseological unit at all.

✓ in the same boat

Oxford: does not provide example

Collins: does not provide example

TED Parallel EN-GR Corpus:

*These sympathetic smiles spread all throughout the room now, and I realize that all of my other students are **in the same boat**,*

*They're always all siblings who are children of a single queen, so they're all **in the same boat**.*

*Αυτά τα συμπονετικά χαμόγελα απλωμένα σε όλο το δωμάτιο τώρα, και συνειδητοποιώ ότι όλοι οι υπόλοιποι μαθητές μου βρίσκονται **στην ίδια κατάσταση**,*

*Πρόκειται πάντοτε για αδέρφια, παιδιά μίας και μοναδικής βασίλισσας, επομένως βράζουν **στο ίδιο καζάνι**.*

✓ bless you

Oxford: does not provide example

Collins: does not provide example

TED Parallel EN-GR Corpus:

Thank you God bless you and enjoy the day.

Σας ευχαριστώ ο Θεός να σας έχει καλά και καλή σας μέρα.

Thanks, little guy. (Sneezing sound) Bless you.

Ευχαριστώ μικρούλη. (Ήχος φτερνίσματος) Με τις υγείες σου.

In this case, neither Oxford nor Collins provides examples. In the corpus we can find some sentences, but as they are retrieved from oral speech, the context here is not sufficient. Possibly a bigger corpus would provide more options to the lexicographer.

✓ **in conclusion**

Oxford: does not provide example

Collins: does not include this phraseological unit

TED Parallel EN-GR Corpus:

*So **in conclusion** I've found the five senses theory to be a very useful tool in evaluating different experiences in my life and then taking those best experiences and hopefully incorporating them into my designs.*

***Σαν συμπέρασμα** λοιπόν κατέληξα ότι η θεωρία των πέντε αισθήσεων είναι ένα χρήσιμο εργαλείο για να αξιολογήσω διάφορες εμπειρίες στη ζωή μου και να πάρω αυτές τις καλύτερες εμπειρίες ευελπιστώντας να τις ενσωματώσω στα σχέδιά μου.*

*"And **in conclusion** win some lose some."*

*"Και **στο κάτω-κάτω**, κάτι κερδίζεις και κάτι χάνεις"*

Even though Oxford does not provide an example, either and Collins does not include the phraseology at all, the lexicographer could consult the corpus to retrieve good examples for the dictionary, which would demonstrate the usage of the expression.

✓ **take care of**

Oxford: Take care of yourself. Who will take care of the children?

Collins: does not provide example

TED Parallel EN-GR Corpus:

*Oh yeah when I don't feel so good down there **she takes care of me**.*

*Ναι όταν δεν αισθάνομαι πολύ καλά αυτή **με φροντίζει**.*

*And as the number of people who are older above retirement age and getting older as they increase there will be less people **to take care** of them.*

*Και καθώς ο αριθμός των ηλικιωμένων πέραν της ηλικίας σύνταξης αυξάνεται θα υπάρχουν λιγότεροι άνθρωποι να **τους φροντίζουν**.*

*We're going to take care of Shirley right here at the ranch and ACR's going **to take care of** your wildlife forever."*

*Θα φροντίσουμε την Σίρλεϊ εδώ στο ράντσο και η ACR θα **φροντίσει** τα άγρια ζώα σας για πάντα*

*But before that what actually happened was I used to think about it as you could **take care of your** health or **you could take care of** obligations and one always came at the cost of the other.*

*Αλλά πριν από αυτό που πραγματικά συνέβανε ήταν ότι πριν το σκεφτόμουν ως εξής μπορούσες **να φροντίζεις** την υγεία σου ή μπορούσες **να τακτοποιείς τις** υποχρεώσεις σου και το ένα ήταν πάντα εις βάρος του άλλου.*

*But nobody helped them because they were so focused **on taking care of themselves** and their families.*

*Κανείς δεν τους βοήθησε γιατί όλοι νοιάζονταν **να φροντίσουν τον εαυτό τους** και τις οικογένειές τους.*

In the case of *take care of*, Oxford provides an example, but Collins does not give any. Our corpus, in contrast, has various options for the lexicographers; only some of them are listed above and could be used as illustrative examples.

✓ **give up**

Oxford: I give up an attempt. I give up smoking. His teachers/the doctors have given him up. We had given him up for lost.

Collins: does not provide example

TED Parallel EN-GR Corpus:

*And I wanted **to give up**.*

*Ήθελα **να τα παρατήσω**.*

*I mean these people had nothing and they were so petrified they wanted **to give up** but the woman in the center rallied for them to persevere.*

*Εννοώ αυτοί οι άνθρωποι δεν είχαν τίποτα κι ήταν τόσο τρομαγμένοι ήθελαν **να τα παρατήσουν** αλλά η γυναίκα στο κέντρο έσπενσε να τους πείσει να επιμείνουν.*

*Don't **give up**.*

*Μην **τα παρατάτε**.*

*So he never trusted me but I **didn't give up**.*

*Δεν με εμπιστεύτηκε ποτέ αλλά **δεν παραιτήθηκα**.*

We can see that Oxford provides various examples to illustrate the expression, while Collins does not provide any. We have encountered the expression various times in the corpus. Some of the sentences are shown above and are good candidates to be included as examples in a dictionary.

✓ **side by side**

Oxford: does not provide example

Collins: *We have worked together side by side for many years*

TED Parallel EN-GR Corpus:

*For every **outskirt** that was added there was another bus route added running from the **outskirt** all the way to the city center and as these local buses approach the city center they all run **side by side** and converge in pretty much one main street.*

*Για κάθε νέο προάστιο προσθέτονταν και άλλη γραμμή λεωφορείου με δρομολόγιο από το προάστιο στο κέντρο της πόλης και καθώς τα τοπικά λεωφορεία πλησίαζαν το κέντρο βρισκόνταν όλα να κινούνται **παράλληλα** συγκλίνοντας ουσιαστικά σε έναν κεντρικό δρόμο.*

*The way you measure nanotechnology is in nanometers and one nanometer is a billionth of a meter and to put some scale to that if you had a nanoparticle that was one nanometer thick and you put it **side by side** and you had 50000 of them you'd be the width of a human hair.*

*Ο τρόπος με τον οποίο μπορείτε να υπολογίζετε τη νανοτεχνολογία είναι τα νανόμετρα και ένα νανόμετρο είναι ένα δισεκατομμυριοστό του μέτρου και να βάλουμε μία κλίμακα σε αυτό εάν είχατε ένα νανοσωματίδιο που ήταν ένα νανόμετρο παχύ και τα βάζατε **το ένα δίπλα στο άλλο** και είχατε 50.000 από αυτά θα είχατε το πλάτος μίας ανθρώπινης τρίχας*

Here Oxford does not provide an example, and Collins offers one. The lexicographer once again can consult the corpus to find a good example. Sometimes, the sentence would need to be cut or modified to be more appropriate for dictionary use.

6.5.2 Translation problems

As in other two dictionaries examined, WordReference presents also some problems related to the translation of illustrative examples. Below we demonstrate some of the issues we have detected.

6.5.3 No translation

Examining the illustrative examples in WordReference dictionary, we notice that most of them are only given in English and not in Greek. Even though it includes more examples than the other two dictionaries (which can be explained by the assumption that it is based on the monolingual edition, which is much more developed and also because of the lack of any space limitations) they provide very few Greek translations. Below we demonstrate some of these cases:

- ✓ **ad hoc**
- ✓ **as if**
- ✓ **for certain**
- ✓ **deal with**
- ✓ **end up**
- ✓ **in the face of**
- ✓ **by hand**
- ✓ **let somebody down**
- ✓ **in the midst of**
- ✓ **by the way**
- ✓ **at once**
- ✓ **at the same time**

Undoubtedly, this is a significant lack of information for the dictionary users. For native speakers of English, who are going to use the dictionary for language production, the lack of Greek translation practically makes the illustrative example useless for them. On the other hand, the Greek native speakers, even though they could use the English example for understanding the meaning and the usage of the phraseology, without the Greek translation, they might still have doubts about the meaning, while they will not use it easily for translation purposes.

Below, we demonstrate the examples we mentioned above as they are presented in the other two dictionaries, as well as in corpus:

- ✓ **ad hoc** The firm can provide its services ad hoc./ The company provides an ad hoc service to customers.

Oxford: an ad hoc committee *μια ειδική επιτροπή*

Collins: ministers were appointed ad hoc to their Jobs *οι υπουργοί τοποθετήθηκαν προσωρινά στις εργασίες τους*

TED Parallel EN-GR Corpus:

*And then we were surprised when every **ad hoc** new measure didn't bring an end to the crisis and of course that made it very easy to look for a whipping boy for our collective European failure and of course that was Greece.*

*Και στη συνέχεια εκπλαγήκαμε όταν κάθε **εξειδικευμένο** νέο μέτρο δεν έφερε το τέλος της κρίσης, και αυτό φυσικά έκανε πολύ εύκολη την αναζήτηση ενός αποδιονομαζόμενου τράγου για τη συλλογική Ευρωπαϊκή αποτυχία, και αυτός φυσικά ήταν η Ελλάδα.*

*Which is a tragedy because there are employers who can use pools of very flexible local people booked completely **ad hoc** around when that person wants to work.*

*Το οποίο είναι μια τραγωδία, καθώς υπάρχουν εργοδότες που μπορούν να χρησιμοποιήσουν δεξαμενές πολύ ελέκτων ντόπιων τους οποίους καταρώνουν **επι τούτου** όταν αυτοί επιθυμούν να δουλέψουν.*

✓ **as if** He looked as if he wanted to say something.

Oxford: He talks as if he knew all about it. *Μιλάει σαν να τα ξέρει όλα./ As if you didn't know! Σα να μην το ξέρεις!*

Collins: He looked at me as if I was mad. *Με κοίταξε λες και or σαν να ήμουν τρελός.*

TED Parallel EN-GR Corpus:

We think we can make a very small apartment that functions as if it's twice as big by utilizing these strategies.

*Πιστεύουμε ότι μπορούμε να φτιάξουμε ένα πολύ μικρό διαμέρισμα που να λειτουργεί **σα να** ήταν δύο φορές εξίσου μεγάλο αξιοποιώντας αυτές τις στρατηγικές.*

If they function as if they're twice as big we can get 28 units in.

*Αν λειτουργούν **σαν να** είχαν το διπλάσιο μέγεθος μπορούμε να τον βάλουμε 28 διαμερίσματα*

And what that means is that every time you discuss the future or any kind of a future event grammatically you're forced to cleave that from the present and treat it as if it's something viscerally different.

*Αυτό σημαίνει ότι κάθε φορά που συζητάτε για το μέλλον ή για οποιοδήποτε μελλοντικό γεγονός αναγκάζεστε γραμματικά να το διαχωρίσετε από το παρόν και να του συμπεριφερθείτε **σαν κάτι** δομικά διαφορετικό.*

You might find a mind that's very dull and boring and it's just almost mechanical it just seems it's as if you're getting up going to work eat sleep get up work.

*Ίσως βρείτε πως οι σκέψεις σας είναι ανιαρές και βαρετές σχεδόν μηχανικές **λες κι** απλώς σηκώνεστε πάτε στη δουλειά τρώτε κοιμάστε σηκώνεστε δουλειά.*

✓ **for certain** Is she sick for certain, or are you guessing?

Oxford: I know for certain. *Γνωρίζω με βεβαιότητα./ I can't say for certain. Δεν μπορώ να πω στα σίγουρα.*

Collins: I don't think we'll never know for certain *Δεν νομίζω ότι θα ξέρουμε ποτέ με βεβαιότητα*

TED Parallel EN-GR Corpus:

Yeah, and one thing we know for certain is that chasing meaning is better for your health than trying to avoid discomfort.

*Ναι, ένα πράγμα γνωρίζουμε **σίγουρα** ότι δηλαδή το κνήγη του νοήματος είναι καλύτερο για την υγεία σου απ' την προσπάθεια ν' αποφύγεις τη δυσφορία.*

✓ **deal with** I'll deal with you later! For now go to your room and think about what you did./ You answer the phones and I'll deal with the customers./ The problem was brought to my attention and I dealt with it

Oxford: do you deal with Smith? *Έχεις συναλλαγές με τον Σμιθ;/ He is easy/difficult to deal with. Είναι βολικός/ δύσκολος άνθρωπος. /I don't know how to deal with her. Δεν ξέρω πώς να τις φερθώ, πώς να την μεταχειριστώ.*

Collins: He was not an easy man to deal with. *Δεν ήταν εύκολος άνθρωπος να συνεννοηθείς μαζί του./ I would never deal with that company on principle. Ποτέ δεν θα είχα συναλλαγές με εκείνη την εταιρία για λόγους αρχής./ They learned to deal with any sort of emergency. Έμαθαν να τα βγάλουν πέρα με or αντιμετωπίζουν οποιοδήποτε έκτακτο περιστατικό./ The film deals with a strange encounter between two soldiers. Η ταινία ασχολείται με or διαπραγματεύεται μια παράξενη συνάντηση δυο στρατιωτών.*

TED Parallel EN-GR Corpus:

We are big people and we're trying to deal with what's happening in our society.

*Τώρα είμαστε ενήλικες και προσπαθούμε να **βγάλουμε άκρη** με όλα συμβαίνουν στην κοινωνία μας.*

We can flag that and we can put it to the side and people who are buyers and consumers don't have to **deal with it**.

This is poo and what I want to do today is share my passion for poo with you which might be quite difficult but I think what you might find more fascinating is the way these small animals **deal with** poo.

It's the most bizarre way to actually transport your food in any particular direction and at the same time it's got to **deal with** the heat.

- ✓ **end up** I hoped by taking the metro I would end up in central Paris. / If we keep going this way, we'll end up totally lost. / I would never have gone skydiving if I'd known I was going to end up with a broken leg.

Oxford: if you go on like that you will end up in prison. *Αν συνεχίσεις έτσι θα καταλήξεις στη φυλακή.*
Collins: Many of their friends have ended up in prison for terrorist activities. *Πολλοί από τους φίλους τους έχουν καταλήξει στη φυλακή για τρομοκρατικές ενέργειες.* / He ended up in tears. *Κατέληξε να κλαίει.*

TED Parallel EN-GR Corpus:

*So I tell young people everywhere it ain't where you start in life it's what you do with life that determines where **you end up** in life.*

*Whether you know it or not large numbers of students with high SAT's and large numbers of A.P. credits who go to the most prestigious universities in our country begin in pre-med or pre-engineering and engineering and they **end up** changing their majors.*

*I'd go to the general store for a cup of coffee and a brownie and I'd ship my film to San Francisco and lo and behold two days later it would **end up on** my front door which was way better than having to fight the traffic of Hollywood.*

*That did **end up** with vulnerable people in Afghanistan being exposed.*

*Nathaniel Ayers was a double bassist at Juilliard but he suffered a series of psychotic episodes in his early 20s was treated with thiorazine at Bellevue and **ended up** living homeless on the streets of Skid Row in downtown Los Angeles 30 years later.*

*It took me four years longer than my peers and I convinced someone my angel advisor Susan Fiske to take me on and so **I ended up** at Princeton and I was like I am not supposed to be here.*

Μπορούμε να επισημάνουμε αυτό και μπορούμε να το βάλουμε στην άκρη και οι άνθρωποι που είναι αγοραστές και καταναλωτές δεν χρειάζεται να **το αντιμετωπίσουν**.

Αυτά είναι κακά και αυτό που θέλω να κάνω σήμερα είναι να μοιραστώ το πάθος μου για κακά μαζί σας το οποίο ίσως είναι αρκετά δύσκολο αλλά πιστεύω αυτό που ίσως βρείτε περισσότερο συναρπαστικό είναι ο τρόπος που **αντιμετωπίζουν** αυτά τα μικρά ζώα τα κακά.

Είναι ο πιο περίεργος τρόπος να μεταφέρεται το φαγητό σου σε οποιαδήποτε κατεύθυνση και πρέπει ταυτοχρόνως να **αντιμετωπίσεις** τη ζέστη

✓ **end up** I hoped by taking the metro I would end up in central Paris. / If we keep going this way, we'll end up totally lost. / I would never have gone skydiving if I'd known I was going to end up with a broken leg.

Oxford: if you go on like that you will end up in prison. *Αν συνεχίσεις έτσι θα καταλήξεις στη φυλακή.*
Collins: Many of their friends have ended up in prison for terrorist activities. *Πολλοί από τους φίλους τους έχουν καταλήξει στη φυλακή για τρομοκρατικές ενέργειες.* / He ended up in tears. *Κατέληξε να κλαίει.*

TED Parallel EN-GR Corpus:

*Οπότε λέω σε όλους τους νέους το θέμα δεν είναι που ξεκινάς τη ζωή είναι το τι κάνεις με τη ζωή που καθορίζει **που θα καταλήξεις** στη ζωή σου.*

*Είτε το ξέρετε είτε όχι ένας μεγάλος αριθμός μαθητών με υψηλή βαθμολογία στις τελικές εξετάσεις και πολλοί στα ανώτερα μαθήματα που τελικά πάνε στα καλύτερα πανεπιστήμια της χώρας μας ξεκινούν με ιατρική ή μηχανική και **τελικά** αλλάζουν πορεία.*

*Πήγαυα στο παντοπωλείο για μια κούπα καφέ κι ένα γλυκάκι και έστειλα τα ταινιάκια μου στο Σαν Φραντσίσκο αν και η αλήθεια είναι δυο μέρες μετά **τα ξαναέβρισκα μπροστά** απ' την πόρτα μου κάτι που όμως ήταν καλύτερο απ' το να βόισκομαι στην κίνηση του Χόλιγουντ.*

*Αυτό πράγματι **κατέληξε** με την έκθεση ενόλωντων ανθρώπων στο Αφγανιστάν.*

*Ο Ναθαναήλ Άγιερς ήταν ένας μπουσάστας στη Τζούλλιαντ αλλά υπέφερε από πολλαπλά ψυχωτικά επεισόδια στα 20 του και πήρε θεραπεία με θοραζίνη στο Μπελβί και **κατέληξε** άστεγος στους δρόμους του Σκίντ Ρόου στο κέντρο του Λος Άντζελες 30 χρόνια μετά.*

*Μου πήρε τέσσερα χρόνια παραπάνω από τους συμμαθητές μου και έπεισα κάποιον την φίλακα άγγελό μου Σούζαν Φίσκε να με πάρει κι έτσι **κατέληξα** στο Πρίνσετον και σκεφτόμουν πως δεν θα έπρεπε να είμαι εκεί.*

- ✓ **in the face of** In the face of all her problems, Mary persisted in her studies. / In the face of the angry crowd, the speaker maintained her calm.

Oxford: In the face of such difficulties. *Εν όψει τέτοιων δυσκολιών.* / he succeeded in the face of great danger. *Πέτυχε παρά τους μεγάλους κινδύνους.*

Collins: They carry on smiling in the face of adversity. *Εξακολουθούν να χαμογελούν παρά τις αντιξοότητες.*

TED Parallel EN-GR Corpus:

*Even still he has a dream that he will become free and become educated with the help of local activists like Free the Slaves and it's this sort of determination **in the face of** unimaginable odds that fills me with complete awe.*

*"These small actions are meaningless **in the face of** tomorrow's problems" because I have seen the power of small actions and it is awesome.*

*It flew **in the face of** conventional wisdom which was huge enthusiasm for the cool new technology of that age which was the X-ray machine.*

*And it flew **in the face of** doctors' idea of themselves which was as people who helped patients they didn't harm them.*

*And I see their parents and their fathers who like my own advocate for them despite and even **in the face of** daunting opposition.*

*Εξακολουθεί όμως να ονειρεύεται ότι θα απελευθερωθεί και θα μορφωθεί με τη βοήθεια τοπικών ακτιβιστών όπως η ΜΚΟ <<Ελευθερώστε τους Σκλάβους>> κι είναι αυτού του είδους η απορροστικότητα **μπροστά στις** απίστευτες πιθανότητες που με γεμίζει ολοκληρωτικά με δέος.*

*<<Αυτές οι μικρές δράσεις είναι ανούσιες **μπροστά στα** προβλήματα του αύριο>> γιατί έχω δει τη δύναμη των μικρών δράσεων και είναι εκπληκτική.*

*Ερχόταν **σε αντίθεση με** τη συμβατική γνώση που ήταν ο τεράστιος ενθουσιασμός για τη νέα τεχνολογία της εποχής του ακτινογράφου.*

*Και ερχόταν **σε αντίθεση με** την ιδέα που είχαν οι γιατροί για τον εαυτό τους ως ανθρώπων που βοηθούν τους ασθενείς και δεν τους βλέπουν.*

*Βλέπω τους γονείς και τους πατεράδες που όπως ο δικός μου τις υποστηρίζουν **ενάντια στις** αποθαρρυντικές αντιρρήσεις.*

- ✓ **by hand** You can see that these tools were made by hand.

Oxford: made by hand. Χειροποίητος. / Deliver a letter by hand. *Παραδίδω ένα γράμμα ιδιοχείρως.*

Collins: I did the sewing by hand. *Το έραψα με το χέρι.*

TED Parallel EN-GR Corpus:

*they are and lines are just groups of cells they are made **by hand** one at a time and it takes a couple of months.*

*This is not scalable and also when you do **things by hand even** in the best laboratories you have variations in techniques and you need to know if you're making a drug that the Aspirin you're going to take out of the bottle on Monday is the same as the Aspirin that's going to come out of the bottle on Wednesday.*

*οι γραμμές είναι απλώς ομάδες κυττάρων φτιάχνονται **με το χέρι** μια τη φορά και χρειάζονται κάποιου μήνες γι αυτό.*

*Πράγμα που δεν είναι επεκτάσιμο και επίσης όταν κάνει κανείς πράγματα **με το χέρι** ακόμη και στα καλύτερα εργαστήρια υπάρχει ποιικιλία τεχνικών και πρέπει κανείς να ξέρει όταν παρασκευάζει ένα φάρμακο ότι η Ασπιρίνη που θα βγάλεις από το μπουκάλι τη Δευτέρα είναι η ίδια με αυτή που θα βγει από το μπουκάλι την Τετάρτη.*

- ✓ **in the midst of** Californians have been in the midst of a three-year drought.

Oxford: She was caught in the midst of a crowd. *Παγιδεύτηκε στη μέση ενός πλήθους.* / In the midst of a discussion/a controversy. *Στη διάρκεια μιας συζήτησης/ αντιπαράθεσης.*

Collins: Sudhir found him in the midst of a group of his usual friends. *Ο Σαντχίρ τον βρήκε ανάμεσα σε μια παρέα από τους συνηθισμένους του φίλους.* / In the midst of the scandal, news broke of Hodge's resignation. *Στη μέση του σκανδάλου ξέσπασαν τα νέα της παπράιτησης το Χοντζ.* / Brody was in the midst of eating a sandwich. *Ενώ έτρωγε ένα σάντουιτς η Μπρόντι.*

Corpus:

Isn't it a little convenient that **in the midst** of the World War, out of nowhere, suddenly an Italian scientist showed up with an amazing new technology that would transform everything in the world and darken the history of the human species forever after?

Even **in the midst of** terrible destruction and death and chaos I learned how ordinary people could help their neighbors.

✓ **by the way** By the way, have you seen this before?

Oxford: By the way, do you remember...? Αλήθεια (με την ευκαιρία αυτή), θυμάσαι...;

Collins: By the way, Bob, did you get my message? Αλήθεια or Επί τη ευκαιρία, Μπομπ, πήρες το μηνυμά μου;

TED Parallel EN-GR Corpus:

We know that 30 million obese Americans in the United States don't have insulin resistance. And **by the way** they don't appear to be at any greater risk of disease than lean people.

Kids prosper best with a broad curriculum that celebrates their various talents not just a small range of them. And **by the way** the arts aren't just important because they improve math scores.

And this is something **by the way** that I think is going to be a challenge for our entire field.

Not at all a dig at The New York Times this **by the way**.

Wait for an hour but the good news is you're helping save the planet and **by the way** the electricity is free.

✓ **at once** When Beth saw how ill her son was, she called the health centre at once. / Λείπει κάτι σημαντικό; Αναφέρετε τυχόν λάθη ή προτείνετε βελτιώσεις.

Oxford: Come here at once! Έλα δω αμέσως!/ Don't all speak at once! Μην μιλάτε όλοι ταυτόχρονα!

Collins: I knew at once that something was wrong. Κατάλαβα αμέσως ότι κάτι δεν πήγαινε καλά./ Everybody is talking at once... Όλοι μιλάνε ταυτόχρονα or μαζί!...

TED Parallel EN-GR Corpus:

Each Zipcar replaces 15 personal cars and each driver drives about 80 percent less because they're now paying the full cost all **at once** in real time.

Many of these things are incompatible and as research is just starting to show simply harder and more stressful to do all **at once** in our 30s.

Δεν είναι φοβερή σύμπτωση που **εν μέσω του** Παγκοσμίου Πολέμου, από το πουθενά, ξαφνικά εμφανίζεται ένας Ιταλός επιστήμονας με εκπληκτική νέα τεχνολογία η οποία επρόκειτο να αλλάξει τα πάντα στον κόσμο και να αποτελέσει μελανό σημείο στην ιστορία του ανθρώπινου είδους για πάντα;

Ακόμη και **κατά τη διάρκεια** μιας απίστευτης καταστροφής θανάτου και χάους έμαθα πώς καθημερινοί άνθρωποι μπορούσαν να βοηθήσουν τους γείτονές τους.

Ξέρουμε ότι 30 εκατομμύρια παχύσαρκοι Αμερικάνοι στις Ηνωμένες πολιτείες δεν έχουν ινσουλινοαντίσταση. Και **παρεπιπτόντως** δεν φαίνεται να έχουν μεγαλύτερο κίνδυνο ν' ασθενήσουν απ' ότι οι αδύνατοι.

Τα παιδιά ευημερούν καλύτερα σε ένα ευρύ πρόγραμμα σπουδών που αγκαλιάζει τα διάφορα ταλέντα τους κι όχι ένα μικρό μέρος τους. **Παρεπιπτόντως** οι τέχνες δεν είναι σημαντικές επειδή βελτιώνουν τους βαθμούς των μαθηματικών.

Και αυτό είναι κάτι **παρεπιπτόντως** που πιστεύω θα είναι πρόκληση για όλο τον τομέα μας.

Δεν πείστηκαν καθόλου οι δημοσιογράφοι του The New York Times **παρεπιπτόντως**.

Περίμενε μια ώρα αλλά τα καλά νέα είναι βοηθός στη διάσωση του πλανήτη και **επιπλέον** το ρεύμα είναι δωρεάν.

Κάθε <<Zipcar>> αντικαθιστά 15 προσωπικά αυτοκίνητα και κάθε οδηγός οδηγεί περίπου 80 τοις εκατό λιγότερο επειδή πλέον πληρώνουν όλο το κόστος **μονομιάς** σε πραγματικό χρόνο.

Πολλά από αυτά τα πράγματα είναι ασυμβίβαστα και όπως αρχίζουν να δείχνουν οι έρευνες απλώς δυσκολότερο και πιο στρεσογόνο να γίνουν όλα **με τη μία** στα 30.

*It was then that Abed resumed **at once** the tale of woe he had begun over the phone 16 years before.*

*Και τότε ο Άμπεντ συνέχισε **αμέσως** την αξιοθρήνητη ιστορία την οποία ξεκίνησε στο τηλέφωνο πριν από 16 χρόνια.*

*And so **at once** we shook hands and smiled and I gave him my gift and he told me I was a guest in his home and we sat beside one another on a fabric couch.*

Κι έτσι αμέσως σφίξαμε τα χέρια και χαμογελάσαμε και του έδωσα το δώρο μου και εκείνος με καλωσόρισε στο σπίτι του και καθίσαμε δίπλα-δίπλα σ' έναν υφασμάτινο καναπέ.

✓ **at the same time** It was fortunate that we both arrived at the same time. / We all screamed for more ice cream at the same time.

Oxford: Don't all speak at the same time! *Μην μιλάτε όλοι συγχρόνως!* / He was crying and laughing at the same time. *Έκλαιγε και γελούσε ταυτόχρονα.* / It's a very good idea, but at the same time it's rather risky. *Είναι πολύ καλή ιδέα αλλά ταυτόχρονα είναι μάλλον παρακινδυνευμένη.*

Collins: They started moving at the same time. *Άρχισαν να προσωράνε την ίδια στιγμή.* / They love each other and at the same time they hate each other. *Αγαπιούνται και την ίδια στιγμή ορ ταυτόχρονα μισούν ο ένας τον άλλον.*

TED Parallel EN-GR Corpus:

*It's the most bizarre way to actually transport your food in any particular direction and **at the same time** it's got to deal with the heat.*

*Είναι ο πιο περίεργος τρόπος να μεταφέρεις το φαγητό σου σε οποιαδήποτε κατεύθυνση και πρέπει **ταυτόχρονα** να αντιμετωπίσεις τη ζέση.*

*Distinguished academics **at the same time** argued that democracies had this incredible range of side benefits.*

*Διακεκριμένοι ακαδημαϊκοί **την ίδια περίοδο** υποστήριζαν ότι οι δημοκρατίες είχαν απίστευτο εύρος από δευτερεύοντα οφέλη.*

*I'm Eddie who is here and **at the same time** my alter ego is a big green boxy avatar nicknamed Cyber Frank.*

*Είμαι ο Έντι που βρίσκεται εδώ και **ταυτόχρονα** ο άλλος μου εαυτός είναι ένα μεγάλο πράσινο ομοίωμα που μοιάζει με κουτί και το λένε Σάμπερ Φράνκ.*

*Living in New York City as I do it's almost as if with so many people doing so many things **at the same time** in such close quarters it's almost like life is dealing you extra hands out of that deck.*

*Όταν κάποιος ζει στην Νέα Υόρκη όπως εγώ νιώθει σχεδόν με τόσους ανθρώπους να κάνουν τόσα πολλά πράγματα **ταυτόχρονα** σε τόσο πυκνοκατοικημένες περιοχές ότι είναι σαν να ασχολείται η ζωή μαζί σου με το παραπάνω.*

In all these examples, we see that even though WordReference might offer various examples, they still do not provide Greek translations. On the contrary, the other two paper editions, Oxford and Collins always provide a translation of the sentence. This helps the user both for language comprehension and production. As we have seen, the corpus can be a very rich resource for retrieving good illustrative examples. If the lexicographers can have access to a parallel corpus, then they can have a ready translation to use in their dictionaries.

6.5.4 Greek examples

Despite the lack of translation in the illustrative examples, we observe, however, an interesting compensation offered by WordReference in some cases. More specifically, even though they do not include the translation of the English example, they provide a new Greek example, different from the English one.

✓ **at the heart of**

At the heart of the financial crisis there was a lot of greed

ⓘ Στο κέντρο των προσπαθειών μας πρέπει να βρισκείται η ανακούφιση των ευπαθών ομάδων

Ⓢ Αυτή η πρόταση δεν είναι μετάφραση της αγγλικής πρότασης.

✓ **in front of**

Who is that in front of the group of people?

Ποιος είναι αυτός μπροστά απ' την ομάδα;

ⓘ Εμπρός (or: μπρος) απ' το σπίτι μας είναι ένα μεγάλο κωπαρίτσι

Ⓢ Αυτή η πρόταση δεν είναι μετάφραση της αγγλικής πρότασης.

As we can see they include a specific mark to draw the attention: ⓘ while they include the explanation in Greek: *Αυτή η πρόταση δεν είναι μετάφραση της αγγλικής πρότασης*, which means that “this sentence is not a translation of the English sentence”. This is a useful indication, but it might be confusing for the English dictionary user. Generally, this practice can help in demonstrating the use of the expression in Greek, but it is not helpful for understanding the meaning of each expression (English or Greek) and neither it could help for translation purposes.

6.5.5 Translation problems

WordReference dictionary provides translation for 364 examples out of 414 in total (see table below). Generally, we notice that the quality of the translation is very good. In the previous paragraphs we have demonstrated some examples, where WordReference provides better examples than the Oxfords and Collins dictionary. However, we have detected some cases of poor translation.

✓ **came out of**

The cost of that broken lamp is going to come out of your pay check.

Το κόστος για αυτή τη σπασμένη λάμπα θα καλυφθεί αφού το σχετικό ποσό αφαιρεθεί από τον μισθό σου.

In this case, the phraseology *come out of* is paraphrased as: *θα καλυφθεί αφού το σχετικό ποσό αφαιρεθεί*, which literally means: *will be covered after deducting this amount* [from your salary]. However, this could simply be translated as: *θα αφαιρεθεί από τον μισθό σου*, namely, *will be deducted from your salary*. This way, the sentence is more comprehensible to the reader, and would sound more natural in Greek.

Oxford: **if the truth ~s out** αν βγει (αποκαλυφθεί) η αλήθεια / **~ out well in a photograph** βγαίνω καλά σε μια φωτογραφία/ **the ink stains won't ~ out** αυτοί οι λεκέδες από μελάνι δε βγαίνουν.

Collins: all the facts came out after his death όλα τα στοιχεία βγήκαν στη φόρα μετά το θάνατό του.

In the two other dictionaries, the translation does not present any problems, however we should notice that they present the phraseology with a different meaning than that given in WordReference.

✓ **come up with**

I'll have to come up with a plan.

Θα πρέπει να επινοήσω (or: εφεύρω) ένα σχέδιο

The problem in this example is that both Greek translations proposed (να επινοήσω/εφεύρω) have a different register than the original. In the corpus, we can see various alternative translations, which could be used instead of these equivalents:

Oxford: He always ~s up with bright ideas. Έχει πάντα λαμπρές ιδέες.

Collins: does not provide example

TED Parallel EN-GR Corpus:

*There's a long list of innovations that we've **come up with** there that are a little difficult to communicate in this talk, but*

–

*Well, one of the ways that we can start is to try to **come up with** some general characteristics*

*So I talked -- I had to **come up with** a plan to figure these things out.*

*So I had to **come up with** something to do with the morning, because there's good news in the morning.*

But if you search for a stock photo of diarrhea in a leading photo image agency, this is the picture that you come up with.

*What's turned out to be really exciting is that our ability to **come up with** novel solutions to complex problems is hugely enhanced by a night of sleep.*

Υπάρχει μια μεγάλη λίστα από καινοτομίες που **έχουμε βρει** τις οποίες είναι λίγο δύσκολο να τις εξηγήσω σε αυτή τη συζήτηση, αλλά –

Ένας από τους τρόπους που μπορούμε να ξεκινήσουμε είναι να προσπαθήσουμε να **σκεφτούμε** κάποια γενικά χαρακτηριστικά

Έπρεπε **να σκεφτώ** ένα σχέδιο για να βρω μια λύση.

Έτσι έπρεπε **να σκεφτώ** κάτι το οποίο είχε σχέση με το πρωί, επειδή τα καλά νέα έρχονται το πρωί.

Αλλά αν ψάξετε για μια φωτογραφία αρχείου για την διάρροια από κάποιο γνωστό φωτογραφικό πρακτορείο, αυτή την φωτογραφία **θα βρείτε**.

Αυτό που αποδεικνύεται πραγματικά συναρπαστικό είναι πως η ικανότητά μας να **σκεφτούμε** καινοτόμες λύσεις σε πολύπλοκα προβλήματα ενισχύεται κατά πολύ με το βραδινό ύπνο

These translations found in the corpus, (βρισκώ, σκέφτομαι, which literally mean: *to find, to think*) match with the register of the original and at the same time, they sound natural in Greek. Especially, for the case of the expression: *come up with a plan*, we could also translate it as *καταστρώνω ένα σχέδιο*, even though this translation was not found in the corpus.

✓ **come to light**

Every day more information about the scandal comes to light.

Κάθε μέρα όλο και περισσότερες πληροφορίες για το σκάνδαλο έρχονται στο φως.

The problem of this Greek translation is the structure and more specifically the word sequence within the sentence, which seems odd in Greek. It would sound more natural to have a sentence as the following: *Κάθε μέρα **έρχονται στο φως** όλο και περισσότερες πληροφορίες για το σκάνδαλο*. We moved the phrase from the end in the middle of the sentence.

Oxford: does not include this phraseological unit

Collins: does not include this phraseological unit

✓ **so long as**

I am happy, as long as the sun always comes back around.

Θα είμαι ικανοποιημένος, αρκεί να βγαίνει κάθε μέρα ο ήλιος.

In this case, the problem lies in the translation of the part: “the sun always comes back around” as *να βγαίνει κάθε μέρα ο ήλιος*. (literally *the sun rises every day*). The translation is not essentially wrong, but it would be better to avoid a literal translation and replace it with a paraphrase, like *ξημερωνει καθε μερα* (the day dawns every day). This sentence would fit better in the Greek sentence and would help the understanding of the meaning.

Oxford: **You may borrow it so ~ as you keep in clean.** Μπορείς να το δανειστείς εφ’ όσον θα το κρατήσεις καθαρό.

Collins: **Detergent cannot harm a fabric, so long as it has been properly dissolved** Το απορρυπαντικό δεν μπορεί να προκαλέσει ζημιά σε ένα ύφασμα, υπό την προϋπόθεση ότι έχει διαλυθεί κανονικά

The other two dictionaries provide examples, and their translation in Greek is perfectly fine.

✓ **all right**

The food was all right, I suppose - nothing special.

Το φαγητό ήταν καλούτσικο, υποθέτω - τίποτε το ιδιαίτερο.

Here the verb *I suppose*, is literally translated in Greek as *υποθέτω* (suppose, assume). However, in this specific case, the verb has more idiomatic usage, as it does not express an assumption, but the opinion of the speaker. Therefore, it would be more appropriate to be translated in Greek as *μου φαίνεται* (it seems/I think).

Oxford: does not provide example

Collins: **He is getting on all right** Προχωράει καλά/ **I’ve managed to fix it and it seems to be working all right now** Κατάφερα να το φτιάξω και τώρα φαίνεται να λειτουργεί καλά/ **“Can you help?” “All right. What do you want me to do?”** «Μπορείς να με βοηθήσεις;» «Εντάξει. Τι θέλεις να κάνω;».

6.5.6 Alternative translations

We notice that in many cases WordReference provides an alternative translation, according to the translation equivalents proposed. For example:

✓ **come on**

Come on! You must be joking!

Έλα! (or: Όχι δα!) Πρέπει να αστειέσαι!

We can see that in this example, the lexicographer provides an alternative translation of the phraseology *come on* in a parenthesis.

✓ **rip off**

Some restaurants try to rip off foreign tourists.

Κάποια εστιατόρια προσπαθούν να κοροϊδέψουν (or: κλέψουν) τους ξένους τουρίστες.

In this example as well, the lexicographer includes in parentheses a second translation of the phraseology **rip off**: *κοροϊδέψουν (or: κλέψουν)*, according to the equivalents provided in the lemma.

✓ **comes from**

She comes from India. He comes from a very poor part of the country.

Κατάγεται (or: Είναι) από την Ινδία. Κατάγεται (or: Είναι) από ένα πολύ φτωχό μέρος της χώρας.

Here again the lexicographer provides two alternatives for the phraseology *come from*: *κατάγομαι/είμαι*. However, there is a difference in the usage between these two alternatives which is not mentioned, allowing the reader to assume that they could be equally used in every case. More specifically, *κατάγομαι* can be used in more formal context, which is not the case for the equivalent *είμαι* (literally to be [from a place]).

✓ **come out of**

Bears generally come out of hibernation in the Spring.

Οι αρκούδες γενικά εμφανίζονται (or: φανερώνονται) μετά τη χειμερία νάρκη την άνοιξη.

Οι αρκούδες γενικά βγαίνουν από τη χειμερία νάρκη την άνοιξη

Here the dictionary provides not only different translations for the phraseological unit *come out of*, but it even provides a separate sentence, as the equivalent *βγαίνουν* has a different structure than the other two mentioned before: *εμφανίζονται (or: φανερώνονται)*.

✓ **make sb crazy**

Waiting in lines makes me crazy.

Η αναμονή στην ουρά με κάνει έξω φρενών.

Η αναμονή στην ουρά μου σπάει τα νεύρα (or: μου τη δίνει).

Here again, the lexicographer provides two sentences with alternative translations, and in the second one, includes another equivalent in parenthesis,

The practice of providing alternative translations can be very useful for readers, as they are given more options for production purposes. Besides, we have seen that the other two dictionaries also adopt the same strategy (*by the way, watch out, etc.*). Nevertheless, it is very important to provide equal translations, without a usage, semantic or other difference. Otherwise, this might lead to misuse of the words/expressions by the users. Alternatively, a lexicographer's note could be provided, underlining the difference among the various alternatives.

6.5.7 Multiple examples

By examining the examples, we also notice a common practice to provide multiple examples (sentences without any semantic connection in a row) in English one after the other, which are followed by their translations:

✓ **get over**

I hope you get over your flu really quickly. By spring he had got over the virus which troubled him for much of the winter.

Ελπίζω να συνέρθεις από τη γρίπη σύντομα. Μέχρι την άνοιξη είχε ξεπεράσει τον ιό που τον τριγυρούσε όλο το χειμώνα.

✓ **get over**

It took me months to get over Jake after we broke up. He will get over her once he starts going out again.

Μου πήρε μήνες να ξεπεράσω τον Τζέικ μετά τον χωρισμό μας. Θα την ξεχάσει μόλις αρχίσει να βγαίνει έξω πάλι.

✓ **at least**

He lost his job, but at least he still has a home. His wife left him but at least, she left him the furniture.

Έχασε τη δουλειά του, αλλά τουλάχιστον έχει το σπίτι του. Η γυναίκα του τον εγκατέλειψε, αλλά του άφησε τουλάχιστον τα έπιπλα.

✓ **once again**

He has failed the exam once again. Once again, my son forgot to make his bed.

Απέτυχε στο διαγώνισμα για άλλη μια φορά. Για ακόμα μια φορά, ο γιος μου ξέχασε να στρώσει το κρεβάτι του.

Additionally, we can notice that in most of these cases, they only provide a translation for one of the English examples. This might be very confusing for the readers, as it is not clear what is translated exactly, and then they might assume that the second sentence has no translation in Greek.

✓ **no doubt**

I have no doubt that heaven exists. It is better to be quiet and be thought a fool than to open your mouth and leave no doubt.

Δεν έχω αμφιβολία ότι υπάρχει παράδεισος.

✓ **by the time**

You better have your chores done by the time I get home or you're in big trouble. The traffic was so bad that by the time I got to the office I was 20 minutes late.

Το καλό που σου θέλω να έχεις τελειώσει τις δουλειές σου μέχρι την ώρα που θα έρθω σπίτι, αλλιώς θα βρεις το μπελά σου.

6.5.8 Not providing adequate context

As we noted before, in many cases the other two dictionaries provided short examples, with not much context for the reader to fully understand the meaning and usage of a phraseological unit. In most of these cases, WordReference included examples with sufficient information:

✓ **out of the question**

It is out of the question for a twelve-year-old to go to a night club!

✓ **in spite of**

In spite of Steve's behaviour, I still love him.

✓ **in vain**

Polly tried in vain to open the door, but it was useless

✓ **no wonder**

No wonder the house is so cold, the heater is broken! No wonder the baby is crying, his diaper needs to be changed.

✓ **after all**

After all, nobody but the patient has the right to refuse the treatment.

✓ **fade away**

From here, it looks like the mountains fade away into the distance. The further we walked from the disco, the more the music faded away.

✓ **get rid of**

You need to get rid of those pants - you never wear them anymore. The local museum got rid of its entrance charge; it's free to go in now. I'm trying to think of some way of getting rid of him.

✓ **kill time**

I listened to my I-Pod to kill time while waiting for the bus

✓ **under control**

Don't worry, I've got everything under control here at the office.

✓ **in effect**

The Internet is, in effect, the most detailed archive of our times

✓ **let down**

You had better get straight A's in school -- don't let me down!

We can see that the illustrative examples of WordReference are generally longer in comparison to the other two dictionaries. In this way, they provide more information and context, but we should keep in mind that this is not always possible or practical in printed editions. Even if it is not stated in the dictionary, it seems that they are based on corpora to collect examples, which are probably modified to adjust to a bilingual dictionary presentation. However, we have also collected some examples where the context was not adequate to help the user understand the meaning of the phraseology:

- ✓ **call back** I'll call back when I can/ I'll call her back later
- ✓ **take for granted** Parents are often taken for granted by their children.
- ✓ **pull the trigger** Pull the trigger gently and firmly
- ✓ **fair enough** If that's really what you want, fair enough.

Below we compare these entries with the examples given in the other two dictionaries, as well as the sentences retrieved from the corpus.

- ✓ **call back** I'll call back when I can/ I'll call her back later

Oxford: does not include this phraseological unit

Collins: I told him I would call back when I had some news

TED Parallel EN-GR Corpus:

*I'd like to award an Oscar to the inventors of the 20th century the people from Alexander Graham Bell to Thomas Edison to the Wright Brothers I'd like to call them all up here and they're going to **call back to you**.*

*Θα ήθελα να βραβεύσω με Όσκαρ τους εφευρέτες του 20ου αιώνα τους ανθρώπους από τον Αλεξάντερ Γκράχαμ Μπελ μέχρι τον Τόμας Έντισον και τους αδελφούς Ράιτ Θα ήθελα να τους καλέσω εδώ πάνω και **εκείνοι να καλέσουν εσάς**.*

*Abed said that I should **call back** in a few weeks and when I did and a recording told me that his number was disconnected I let Abed and the crash go.*

*Ο Άμπεντ είπε να **τον ξανακαλέσω** μερικές βδομάδες αργότερα και όταν το έκανα και ένα ηχογραφημένο μήνυμα με ενημέρωσε πως ο αριθμός εκείνος δεν ίσχυε πια σταμάτησα να σκέφτομαι τον Άμπεντ και το δυστύχημα.*

Oxford does not include the expression *call somebody back*, while Collins provides an example with more complete context.

✓ **take for granted** Parents are often taken for granted by their children.

Oxford: does not provide example

Collins: does not provide example

TED Parallel EN-GR Corpus:

They take it for granted that come what may people have to follow them while politics more and more fails to offer answers for their public concerns or the exigencies of the common people.

If you're a Wall Street trader you now take it for granted that you sell your financial assets in a system of markets that identifies the most profitable opportunities for you in real time executes on that in microseconds within the boundaries you've set.

Like everyone else those policymakers are taking it for granted that modern markets are the preserve of organizations powerful enough to create them for themselves.

Suppose we stopped taking that for granted.

When I go back to Syria next week in fact what I see is incredibly heroic people some of them fighting for democracy for things we take for granted every single day.

Το θεωρούν δεδομένο ανεξαρτήτως γεγονότων πως ο κόσμος θα τους ακολουθεί ενώ παράλληλα η πολιτική είναι αντίκληνη να δώσει απαντήσεις στις ανησυχίες του κοινού ή στις ανάγκες των απλών ανθρώπων.

Αν είσαι χρηματιστής, το θεωρείς δεδομένο ότι πουλάς τα χρηματοπιστωτικά περιουσιακά στοιχεία σου σε ένα σύστημα των αγορών που προσδιορίζει τις πιο κερδοφόρες ευκαιρίες για σένα σε πραγματικό χρόνο, και τις εκτελεί σε μικροδευτερόλεπτα εντός των ορίων που εσύ έχεις ορίσει.

Όπως όλοι οι άλλοι αυτοί οι φορείς χάραξης πολιτικής το θεωρούν δεδομένο ότι οι σύγχρονες αγορές είναι το καταφύγιο οργανισμών που είναι αρκετά ισχυροί για να τις δημιουργήσουν για τους εαυτούς τους.

Ας υποθέσουμε ότι σταματάμε να το θεωρούμε δεδομένο.

Όταν θα επιστρέψω στη Συρία την επόμενη εβδομάδα αυτό που θα δω θα είναι ηρωικοί άνθρωποι που αγωνίζονται για τη δημοκρατία για πράγματα που θεωρούμε δεδομένα κάθε μέρα.

The two paper dictionaries, Oxford and Collins, do not provide illustrative examples. On the other hand, the corpus offers many examples.

✓ **pull the trigger** Pull the trigger gently and firmly

Oxford: does not provide example

Collins: does not provide example

TED Parallel EN-GR Corpus:

Greece yes triggered the Euro crisis and some people blame me for pulling the trigger.

Η Ελλάδα όντως πυροδότησε την κρίση του Ευρώ και κάποιοι κατηγορούν εμένα ότι τράβηξα τη σκανδάλη.

Here again the two paper editions do not provide any example. In our corpus, on the other hand, we only encountered the phraseology once, and the sentence – even though it is given in a larger context - might not be appropriate, because it is too context specific. A larger corpus could give is more options for retrieving complete sentences for illustrative examples.

✓ **fair enough** If that's really what you want, fair enough.

Oxford: does not provide example

Collins: does not include this phraseological unit

TED Parallel EN-GR Corpus:

Okay well **fair enough** but I think that's a fluke that's a freak because I know that if I did a study where I found no evidence that

Εντάξει καλά αλλά νομίζω ότι αυτή είναι μία συμπτωματική επιτυχία ένα παράδοξο γιατί γνωρίζω πως αν έκανα μία μελέτη και δεν έβρισκα κανένα αποδεικτικό στοιχείο ότι

Fair enough.

Δεν έχετε κι άδικο

Fair enough.

Δεκτό

In this case, Oxford does not provide any example, while Collins does not include the phraseological unit at all. The corpus can offer various options, however, in our case, the sentences we retrieved are not very suitable for dictionary use. Here again, a larger corpus might provide adequate material for the lexicographer to use in the dictionary

6.5.9 Conclusions WordReference

In this paragraph we examined various illustrative examples in WordReference dictionary and compared them with the paper editions of Oxford and Collins, as well as with the parallel corpus of TED talks, in order to determine the general presence of illustrative examples for phraseology in this electronic dictionary. Generally, the dictionary provides plenty of examples, especially in comparison with the other two. This is something to expect from an electronic version, where space has no limitation as opposed to the paper editions. Nevertheless, we noticed that in some cases of important phraseology (*all around, in the same boat, bless you, in conclusion, etc.*) they did not provide any example, even though the presence of an illustrative sentence would better demonstrate the meaning and the usage of these expressions.

Even if it is not clearly stated in the dictionary, it seems that the examples are based on corpora, and they are probably modified to adjust to lexicographic needs. The examples are longer in comparison to the other two dictionaries. This provides more information and context, which better illustrates both the meaning and the usage of phraseology. Nonetheless, we have noticed that in some cases (*call back, take for granted, etc.*), the sentences were lacking enough context to provide the information necessary for users in order to understand how to use this phraseology.

The translation of the examples seems to be done by lexicographers. It is generally of good quality, even though we detected some problems. The main issue is that in most cases, the example is given only in English (*in the midst of, by the way, at once, at the same time, etc.*). Most probably, this is a result of the fact that the bilingual version is based on monolingual data, and they did not translate all the examples (for lack of time, funds, etc.). As we commented above, providing an example – even if it is only in English – it is sure very useful, but in a bilingual dictionary the translation is still necessary. The readers might be native or non-native Greek speakers, therefore they will use the dictionary both for comprehension and encoding purposes. Having an example in English and Greek respectively will help them fulfill their needs. As this is a digital edition, the lexicographers can always improve their lemmas by adding translations. Meanwhile, in order to compensate for the lack of translation, they provide examples in Greek in some cases (*at the heart of, in front of, etc.*), which is not the translation of the English sentence. This practice might be useful for demonstrating the use of the expression in Greek, but it is not helpful for understanding the meaning of each expression (English or Greek) and neither does it aid translation.

On the other hand, in many cases, the dictionary provides more than one example. This is very useful for the users, as they are offered more context and information about the usage of the phraseology. However, their presentation might confuse the readers. The lexicographers provide two or more examples of English with no semantic connection among them (*at least, once again, etc.*) and then their translation follows. In many cases only one of the sentences is translated (*no doubt, by the time etc.*), resulting in more confusion for the readers and incomplete information.

As we have also seen in the other two dictionaries, WordReference provides alternative translations for some illustrative examples (*comes from, come out of, make sb crazy, etc.*), but at the same time, we have detected some cases (*came out of, come up with, come to light, so long as, all right, etc.*) where the sentences were not translated properly, resulting in poor quality of information for the readers.

Finally, WordReference does not provide any introductory notes about the illustrative examples which would help users to understand the criteria of lexicographers, as well the presentation of the given information.

6.6 Overall results about illustrative examples in the three dictionaries

In the table below, we demonstrate the following. Having examined 592 phraseological units, we note that Oxford includes 396 of them. From these phraseological units they provide illustrative examples for 250 of them, which represents the 63.13%. All these examples (100%) are translated from English to Greek. Collins dictionary on the other hand includes 352 out of 592 phraseological units examined. They provide examples for 223 of them (percentage of 63.35%). As in Oxford, all the examples (100%) are translated into Greek. Finally, WordReference dictionary includes 420 phraseological units, from which they provide examples for 364 of them, but only 76 of these examples (20.93%) are translated into Greek.

	Oxford		Collins		WordReference	
Phraseology included	396		352		420	
example	250	63.13%	223	63.35%	363	86.43%
translated	250	100%	223	100%	76	20,93%

Table 6-1 Illustrative examples in the three dictionaries

Oxford Collins provide similar coverage of illustrative examples. Even though Collins has fewer examples, as in total includes less phraseology, the coverage percentage is almost the same as in Oxford. On the other hand, WordReference presents a much higher number of illustrative examples. This is an indication of the general good quality of this dictionary. We should not overlook, however, that this is a digital edition, where there are no space limitations as in paper dictionaries, and which can be constantly edited and enriched with more material. The other interesting point we can notice, is the very low percentage of the translated examples in WordReference, while both in Oxford and in Collins all the examples are translated into Greek. In WordReference, only 20,93% of the examples are translated. As we have noted in the previous paragraphs, providing a translation (and furthermore a good translation) is very important both for decoding and encoding purposes. If the lexicographers would rely on a parallel corpus, such as the one we created from the TED talks, they could have access to real language sentences,

which are already translated into Greek. Especially in the case of TED talks, we have the information that the talks have been translated and also revised (we are even provided with the names of translators and revisers), which can ensure the high quality of the translations. Of course, this does not mean that the lexicographer should select and use the examples from the corpus unquestioning. Any material inserted in the dictionary should be revised and modified if needed.

6.7 Conclusions

As we have noted before, illustrative examples have a central role in the demonstration of the meaning and the usage of words or phraseology. After examining the examples in the three dictionaries and comparing the information with the corpus findings, we were able to conclude about the general good quality of their presence, but at the same time, we detected some problematic issues.

All three dictionaries provide plenty of examples, however, WordReference has a much higher coverage (86.43%, as opposed to 63.35% of Oxford and 63.13% of Collins) than the other two. Nevertheless, we have observed that all three dictionaries do not provide illustrative examples for some important phraseological units (*in addition to, after all, in conclusion, etc.*). Of course, we should keep in mind the space limitations of the printed editions and also the fact that it is not always necessary for a dictionary to include examples for all the phraseological units. However, especially in a bilingual dictionary, the presence of an example can have multiple functions, as it can demonstrate the meaning, usage and also provide a translation in the context of the target language. This helps the user not only for comprehension, but also for language production. As we have mentioned in previous chapters, due to the lack of resources, the English-Greek dictionaries available are used both by native and non-native Greek speakers, so it is very important that the lexicographers should have both types of users in mind.

Regarding the quality of the examples we examined in the three dictionaries, we have observed that one of the main problems is the lack of adequate context (*in spite of, in vain, kill time, call back, etc.*). Many examples are short sentences, without much information about the meaning and usage of the phraseology they include. Comparing the three dictionaries, we noticed that WordReference is the one that provides more examples with sufficient information (*out of the question, in spite, in vain, etc.*), which they seem to be collected from corpora, even though it is not clearly stated. Nevertheless, they still include many sentences with no adequate context (*call back, etc.*). Collins dictionary on the other hand, uses examples from the Bank of English corpus, but still, the final examples chosen did not always offer sufficient information. Many times the sentences were very short, without any significant information provided (*kill time, etc.*), while in some cases, the sentences were so context-specific that they were not appropriate for dictionary usage (*whipping boy, etc.*). The use of corpora as a resource for illustrative examples might help to provide more complete sentences and adequate context. However, the lexicographers should be very careful and not copy any corpus sentence without detailed control and modification when necessary. As we have seen, the general quality of our corpus was good, as in most of the cases it could provide sentences appropriate for dictionary examples. Nevertheless, in a few cases, the context was not adequate, the translation was not correct, good (or there was no translation at all), while some sentences were so context-dependent that they could not be used for a dictionary. The lexicographer can either modify the examples based on the corpus sentences, or search in other resources (corpora, web, etc.) for better ones.

Another important issue we examined was the translation of the illustrative examples. The dictionaries are not based on already translated sentences, so the translations were made by the lexicographers. An important element of the three dictionaries is that many times they provide alternative translations in an example (*no way, in this respect, make sb crazy, etc.*). Usually they are based on the equivalents proposed in the lemma. It could be very useful for the user to have access to more than one option for translating a phraseological unit, provided, however, that the equivalents have the same or similar semantic, structural, grammatical function and register. In many examples we examined we have found that the translation was not done properly, and we have proposed alternative translations, which could improve the Greek sentences (*keep one's mind on, by now, out loud, it's up to you, came out of, come up with, etc.*). These kinds of problems could be solved by a more careful control of the translation, or alternatively the use of already translated texts (parallel corpora such as TED), which have been done by professional translators and revised by editors. Regarding the translation, we have noticed that while Oxford and Collins provide translations for every example, WordReference in most of the cases presents only an English example. Most specifically, they provided translation only for the 17.87% of the examples we examined. This is a very serious lack of information, because as we noted before, the dictionaries are supposed to be used both for encoding and decoding purposes, therefore the presence of a Greek translation is highly necessary.

Finally, we have observed that among the three dictionaries, Oxford is the one that provides more information about the selection and presentation of phraseological units in the introductory notes. Collins provides very little information, while WordReference does not include any instructions. Even though there are doubts that the users actually consult the introductory notes, it is very important for a dictionary to include as much information as possible, to help anyone that needs clarifications to make full advantage of the dictionary.

In order for bilingual English-Greek dictionaries to provide better quality regarding the illustrative examples, we propose the following practices. Even if it is difficult for paper editions, the lexicographer should make sure to include as many examples as possible. Some of the criteria that they should have in mind are, among others: their frequency, their importance in original language and their specific peculiarities on the cultural, semantic, grammatical, and stylistic levels, especially where there is a difference between the source and target languages. The use of parallel corpora can offer various extracts of real language usage which is already translated into the target language. The corpus should be of an adequate size and representation, so that the lexicographers will have more options to choose and, therefore, it would help them obtain quicker access to better examples. Of course, as we have seen many times, the corpus examples are not always appropriate for a dictionary. Therefore, the dictionary makers should make a very careful selection and on occasion may need to modify real examples.

6.8 Chapter summary

In this chapter, we presented a brief theoretical background about the lexicographic presence of illustrative examples and their role in demonstrating the meaning, usage and translation of phraseology. In order to conclude about the quality of the illustrative examples of phraseological units in the three dictionaries under consideration, we studied a sample of expressions, comparing their presence in the three dictionaries as well as with the corpus findings. We have noted some positive points, such as a generally good presentation, alternative translations, etc.,

but we have also detected problems such as poor coverage in important phraseology, erroneous translations, and absence of adequate context. In order to deal with these issues and improve the overall quality of the dictionaries, we have proposed using parallel corpora to provide examples.

7 INFORMATION ON USAGE

7.1 Chapter Introduction

In order to understand a phraseological unit and also use it properly, it is very important to be aware of the linguistic context in which it is used. In this chapter we attempt to investigate how the bilingual English-Greek dictionaries incorporate information about usage in their entries. We present a brief theoretical background about the concept of language usage and its lexicographic treatment, as well as we examine the practice of the three dictionaries related to the usage labels. In addition, we attempt to detect the problems and propose solutions for their improvement.

7.2 Theoretical background

According to Landau (2001: 217) the term “usage” refers to any or all uses of language, spoken or written. The practice of dictionaries of marking a word or phrase as typical or appropriate in a particular context or language variety is usage labelling (Hartmann and James: 1998:150). Landau points out the importance of the criteria used to label a specific word or expression: “no discussion of usage can be meaningful without giving some attention to why people regard certain usages as good or standard and others as improper, ignorant, or offensive. Controversies over good usage have long history in English and continue to the present day.” (2001:217). He provides a list (2001: 217-218) of the most common kinds of usage information given by general and ESL dictionaries, along with typical dictionary labels:

1. **Currency or temporality** *old-fashioned, dated, archaic, obsolete, old use*
2. **Regional or geographic variation:** *U.S., British, Canadian, Australian, New Zealand, South African, etc.* Sometimes regional areas within a country are specified, and sometimes *regional* or *dialect* is used as a label.
3. **Technical or specialized terminology:** *astronomy, chemistry, physics, sports, etc.*, these are called field labels. Sometimes *technical* or *specialized* are used as a label. *Trademark* is also used as a label.
4. **Restricted or taboo sexual and scatological usage:** *offensive, taboo, vulgar, obscene, rude*; sometimes combined with *slang*, e.g., *rude slang, vulgar slang*
5. **Insult:** *offensive, insult, disparaging, derogatory, disapproving, contemptuous, sexist, racist*
6. **Slang:** *slang*
7. **Style, functional variety, or register:** *formal, written, informal, spoken, colloquial* (now rarely used), *literary, historical, poetic, humorous, facetious, jocular, approving, euphemistic, baby talk* or *a child's word*
8. **Status or cultural level:** *nonstandard* or *not standard*

Figure 7-1 Landau's (2001) list of usage information in general ESL dictionaries

This list is quite complete, however, as Hartmann and James point out (1998: 150) it is not exhaustive and some of the distinctions do not have clear boundaries. As a result, there is a wide difference among dictionaries regarding their labelling practices. Hartmann and James also present a usage labeling scheme (1998:151), based on criteria similar to Landau's, such as currency, frequency, etc., although it includes some additional categories:

<i>Type of markedness</i>	<i>Dimension of usage</i>	<i>Examples of scales</i>	<i>Popular term for marked vocabulary</i>
DIACHRONIC	currency (period)	archaic/obsolescent (contemporary) new/in vogue	ARCHAISM / NEOLOGISM
DIAEVALUATIVE	emotionality (attitude) } frequency of occurrence }	appreciative (neutral) derogatory	EUPHEMISM / VULGARISM
DIAFREQUENTIAL		basic (frequent) rare	CORE WORD / NONCE WORD
DIAINTEGRATIVE	assimilation (contact)	borrowing (national) vernacular	FOREIGNISM / NATIVE WORDS
DIAMEDIAL	mediality (channel)	written (neutral) spoken	WRITING / SPEECH
DIANORMATIVE	normativity (standard) (correct) incorrect	HYPERCORRECTION / BARBARISM
DIAPHASIC	formality (register)	elevated/formal (neutral) informal/intimate	CLASSICISM / COLLOQUIALISM
DIATRATIC	style (social status)	high (neutral) demotic	GENTEELISM / SLANG
DIA TECHNICAL	technicality (subject) e.g. Botany	JARGON
DIA TEXTUAL	textuality (genre)	poetic (neutral) conversational	?
DIATOPIC	regionality (dialect) e.g. American	REGIONALISM (Americanism, Bricicism, etc.)

Usage Labels

Figure 7-2 Usage labeling scheme presented by Hartman and James (1998)

Each of these categories merits a brief discussion, which we present below.

Currency

Usually, monolingual dictionaries label as archaic or obsolete the words or phrases that are not currently in use, but which have been included in the dictionary mainly for historical reasons. As Landau points out (2001: 218), lexicographers must be selective in their choice of this type of entry. Nevertheless, bilingual and learners' dictionaries require a high level of accuracy in usage labeling, since the users with limited familiarity with a language might use a word or phrase inappropriately. In bilingual dictionaries, the label is specifically necessary if the equivalent does not have the same level of currency as the original (Landau 2001:218). Lexicographers can rely on corpora in order to determine the status of currency (both in monolingual and in bilingual dictionaries). An adequate amount of organized and representative linguistic data can give the information if a word is still in use, or if it has been used until a specific period of time. Nowadays, there are more resources to help lexicographer on this matter. For example, the online platform ngram (<https://books.google.com/ngrams>). The platform is based on google books and can give an easy access to the chronological use of a word or phraseology. As the corpus in this case is limited to the material of google books, we cannot claim that the results are completely accurate. However, it can be a very useful tool for the dictionary maker in combination with other resources (larger corpora, historical dictionaries, etc.).

Regional Variation

It is very usual in English dictionaries to provide a label which indicates the specific region that a word or phrase is used. Of course this is normal since English is spoken in so many regions along the planet, so variations are likely to occur. Bilingual dictionaries follow this practice as well. This information is considered very useful for the non-native speakers, since it allows them to understand the geographical – thus cultural- context of the specific word/phrase and use it accordingly.

Specialized terminology

One other type of usage labels that dictionaries normally include is the label for indicating a term (word or phrase) which belongs to a specific subject field. This thematic domain label is specifically important when the word (or phrase) is used on more than one disciplines or if it is used in general language and also has a different sense in a specific field. Bilingual dictionaries (as well as learners') should make sure that to include these labels in order to help the users use them correctly. In order to decide if a word or phrase is used in one or more technical fields, dictionary makers can consult various resources, including corpora.

Sexual and scatological taboo

Hartmann and James (1998:137) define taboo as a word, phrase or name the use of which is considered unacceptable for social reasons, e.g. sacred or sexual expressions. They mention as avoidance strategies abbreviation, euphemism and paraphrase. Landau points that in the past dictionaries avoided taboo entries, but their tolerance towards them has been changed and they tend to include a much wider range of taboo terms than formerly (2001: 229). He claims that the decision whether or not to include taboo words in a dictionary is directly related to the purpose of the dictionary (2001: 230). So, in the case a dictionary is considered purely descriptive, then all the words – no matter how abhorrent- with significant wide use should be included. If, on the other hand, the dictionary has pedagogical or normative purposes, then then the lexicographer should question whether taboo terms are useful (Landau 2001: 230).

Insult

There is a variety of words and phrases which are considered insulting by society in general or by particular groups. Among the groups that are usually affected are ethnic, religious groups, women, gays, and African-Americans (Landau 2001: 232). The accurate labelling of these words is essential to for both monolingual and bilingual dictionaries. Landau (2001: 232) characterizes the labeling of insults in dictionaries as political and moral. The main question here is the criteria for deciding if a particular word or expression consist an insult. As Landau points out (2001:233) there are "no agreed-upon criteria for finding some usages offensive or contemptuous or abusive", but "what matter is the relationship between the speaker and the spoken to, and between the speaker and the spoken about".

Lexicographers, in order to decide how to label an insulting word, can use various written sources, such as general dictionaries, slang dictionaries or slang-related material. As Landau highlights, corpora are not much help in this case (2001: 233). The limited context of corpora is not sufficient to determine the level of insult of a particular word or phrase. In practice dictionary makers - consciously or not - rely also on their intuition and experience and moral views in order to decide if they will label a word or phrase as an insult. This decision is also influenced by the editor's judgement of society's norm for the limits of reputable public behavior (Landau 2001:233).

Slang

The category of slang is complex and too complicated to be defined concisely. Hartmann and James (1998: 127) define it as a word or phrase associated with the informal language of a particular social group. Landau claims that slang is often associated with the level of formality (formal/non formal) or status labels (standard/nonstandard), but it does not fit comfortably with either (Landau 2001: 237). Slang words are usually considered as taboo, but as Landau states "taboo words are not necessarily slang and most slang words are not taboo" (2001:237). Slang is

introduced by specific groups (such as criminals, musicians, soldiers) and steadily penetrates the layers of general language.

The difficulty to define the nature and characteristics of slang can be seen in the difficulty of its lexicographic presence. Lexicographers do not have clear criteria whether to characterize a word or phrase as slang, and consequently, as Landau points out (2001: 238) “dictionary labeling is notoriously inconsistent”. The use of corpora according to him has not proven helpful, because in the majority of cases “there is no way to determine objectively that a brief sample of text is nonstandard” (Landau 2001: 238). On the other hand, the collection of texts of specific social group is not without restrictions. Hartmann and James agree that although there is a long tradition of slang dictionaries in English, there are severe limitations on collecting corpus data among relatively isolated social groups, which impedes progress (1998:127). Linguists agree that there are no agreed criteria on making usage judgments and identifying slang. However, as Landau argues (2001:240) “we must support efforts to establish them [the criteria], but in the meantime we must rely on subjective criteria lacking in any authority save that of informed and educated people trained to be sensitive to language style”.

Style and status

According to Hartmann and James (1998:132), style is “notoriously difficult to define” and refers to “a variety of language associated with different texts, authors, genres, oeuvres, or periods”. Of course this ambiguity affects the lexicographical marking of style, which is difficult to be done in a unitary way.

John S. Kenyon (1948, mentioned in Landau 2001:240-241) distinguishes between the levels of formality (formal/informal) and cultural levels (standard, substandard, illiterate). He argues that the cultural level depends on the social status and education of the speaker, while the functional varieties of formality depend on the social situation in which it was used and that both standard and nonstandard levels of speech had formal and informal varieties. According to Landau (2001:243) here lies the difficulty in determining style and status. The criteria for both are not strictly linguistic but “depend to a considerable extent on social context”. The social context is not possible to be reliably evaluated by linguists or lexicographers and “no single criterion can be used to determine the social situation”.

On the other hand, Martin Joos (1967, mentioned in Landau: 241-243) distinguishes five types of style: frozen, formal, consultative, casual and intimate:

“Consultative: is used when it is assumed that one will not be understood unless one provides background information”

“Formal: “participation drops out” either because the assembly of listeners is too large or the speaker is too much in command or too self-absorbed to tolerate listener participation. It is also used for the first exchange between “urbane strangers” “

“Frozen: is entirely written or declaimed without intonation. It is used in traditional formal situations.

“Informal: the casual style is typically used among friends and, unlike the consultative, requires no background information”

“Intimate: is virtually a code, depending on the long familiarity, and is not often to convey information.”

Figure 7-3 Five types of style, presented by Joos (1967)

According to Landau (2001:243), lexicographical practice regarding distinguishing various styles, correspond to some extent to Joos' formal, consultative, and casual (informal) styles. Formal style is usually marked as formal (especially in ESL dictionaries), while the consultative style is either unmarked or marked as informal style. Casual style - which used to be called colloquial - is marked as informal or slang. Frozen style is marked with a variety of labels, such as field labels (e.g. law), temporal labels (e.g. archaic), or style labels (e.g. literary).

7.2.1 The role of the corpus

As in almost every aspect of the dictionary making, the role of corpora in retrieving information about the usage and in deciding on how to incorporate them in the dictionaries is very crucial. As Landau (2001: 268-269) points out, "dictionaries using language corpora, they will be able to refine their judgements about usage questions". The large linguistic corpora, as well as the internet in can provide a very wide spectrum of actual language use, as well as well as indicators of frequency, which can help lexicographers to apply more specific usage labels based on them.

7.3 Usage labels in English-Greek dictionaries

Below we present the labeling practices of the three English – Greek dictionaries and discuss their effectiveness in communicating the information to the users.

7.3.1 Oxford dictionary

In its introductory notes, Oxford dictionary explains in a separate paragraph how they deal with the labels. Most specifically:

Register labels tell the user of the dictionary that a word expresses a particular, attitude or that it is generally found in a particular type of speech or writing. Register labels describe in particular whether a word is formal or informal or slang, offensive, or old-fashioned. The labels used include: (λογ.), (καθομ.), (λαϊκ.), (χυδ.) and (πεπαλ.). They immediately follow after grammar information for a word or, if they apply only to a particular sense, after the relevant sense number. Students are cautioned to avoid using words or phrases marked with the label (χυδ.) as these can be very offensive.

Subject labels indicate if a word, or a sense of a word, is found mainly in a particular subject area, such as *music, photography, botany, commerce*, etc. Labels include: (μουσ.), (φωτογρ.), (βοτ.), and (εμπ.).

Figure 7-4 Introductory notes of Oxford about register labels

In the back cover of the book the user can find a list of all the labels used in the dictionary. Most specifically:

Α.Γ. Αγία Γραφή
αγγλ. αγγλικός, -ά
αθλ. αθλητισμός
άλγεβ. άλγεβρα
ανατ. ανατομία
ανθ. ανθοκομία

ανθρωπολ. ανθρωπολογία
απαρχ. απαρχαιωμένος
αριθμ. αριθμητική
αρχ. αρχαίος
αρχαιολ. αρχαιολογία
αρχιτ. αρχιτεκτονική

αστειολ. αστειολογικά
αστρολ. αστρολογία
αστρον. αστρονομία
ασύρμ. ασύρματος
ασφαλ. ασφαλιστική

Αυστραλ. Αυστραλιανά
αγγλικά
Αυτοκ. αυτοκίνητο
B. Βόρειος
βιβλιοδ. βιβλιοδετική
βιολ. βιολογία
βιομ. βιομηχανία
βοτ. βοτανική
γαλλ. γαλλικός, γαλλικά
γερμ. γερμανικός,
 γερμανικά
γεωγρ. γεωγραφία
γεωλ. γεωλογία
γεωμ. γεωμετρία
γεωργ. γεωργία
γλυπτ. γλυπτική
γλωσσολ. γλωσσολογία
γραμμ. γραμματική
δενδρ. δένδροκομία
δημοσιογρ. δημοσιογραφία
διαφημ. διαφήμιση
διπλ. διπλωματία
Δυτ. Δυτικός
Εβραϊκ. Εβραϊκά
εθνολ. εθνολογία
ειρων. ειρωνικά
εκκλ. εκκλησιαστικός
ελλην. ελληνικός, -ά
εμπ. εμπόριο
εμφ. εμφατικός
ενδοτ. ενδοτικός
ενδυμ. ενδυματολογία
εντομ. εντομολογία
εραλδ. εραλδική
εργαλ. εργαλείο
εργόχ. εργόχειρο
ερωτημ. ερωτηματικός, -ως
ευφημ. ευφημιστικός, -ά
ζαχαρ. ζαχαροπλαστική
ζωγρ. ζωγραφική
ζωολ. ζωολογία
ηλεκτρ. ηλεκτρολογία
ηλεκτρον. ηλεκτρονική
ΗΠΑ αμερικανικά αγγλικά
θεατρ. θέατρο
θεολ. θεολογία
θρησκ. θρησκεία,
 θρησκευολογία

ιατρ. ιατρική
ιπποδρ. ιππόδρομος
ιστ(ορ). Ιστορικός, -ά
ιταλ. ιταλικός
ιχθ. ιχθυολογία
Καθ. Εκκλ. Καθολική
 Εκκλησία
Καθομ. καθομιλουμένη
καταφ. καταφατικός, -ά
κεραμ. κεραμική
κηπ. κηπουρική
κινημ. κινηματογράφος
κοινοβ. κοινοβουλευτισμός
κτην. Κτηνοτροφία
λαϊκ. λαϊκός, -ά
λατ. λατινικός, -ά
λογικ. λογική
λόγ. λόγιος
λογοτ. λογοτεχνία
λογιστ. λογιστική
μαγειρ. μαγειρική
μαιευτ. μαιευτική
μαθ(ημ). μαθηματικά
M B βρετανικά αγγλικά
μειωτ. μειωτικός, -ά
μετεωρ. μετεωρολογία
μεταλλ. μεταλλουργία
μεταφ., μτρ. μεταφορικός
μηχ. μηχανική
μουσ. μουσική
μυθ. μυθολογία
ναυτ. ναυτιλία
νομ. νομική
ξεν. ξενική λέξη
οδοντιατρ. οδοντιατρική
οικον. οικονομικά
οπτ. οπτική
ορειβ. ορειβασία
ορνιθ. ορνιθολογία
ορυκτ. ορυκτολογία
παλαιστ. παλαιότερα
πεπαλ. πεπαλαιωμένος
περιλ(ηπτ). περιληπτικός, -ά
πριφρ. περιφρονητικά
ποδόσφ. ποδόσφαιρο
ποιητ. ποιητικός, -ά
πολ. πολιτική
πολ. ναυτ. πολεμικό ναυτικό

προσωδ. προσωδία
πτην. πτηνοτροφία
πυγμ. πυγμαχία
ραδιοφ. ραδιοφωνία
ραπτ. ραπτική
ρητ. ρητορική
σιδηρ. σιδηρόδρομος
Σκωτ. Σκωτία, Σκωτικό
 ιδίωμα
σπάν. σπάνιος, -α
σπανιώτ. σπανιότερα
στατ. στατιστική
στρατ. στρατιωτικός, -ώς
συγκοιν. συγκοινωνίες
συνεκδ. συνεκδοχικός
σχολ. σχολικός
τεχν. τεχνολογία
τηλεγρ. τηλεγραφία
τηλεδρ., ΤV τηλεόραση
τηλεφ. τηλεφωνία
τοπ. τοπικός
τραπεζ. τραπεζικός
τυπογρ. τυπογραφία
υβριστ. υβριστικός
υδραυλ. υδραυλική
υποτιμ. υποτιμητικός
φαρμ. φαρμακευτική
φιλοσ. φιλοσοφία
φυσ. φυσική
φυσιολ. φυσιολογία
φυτ. φυτό φυτολογία
φωτογρ. φωτογραφική
χαρτοπ. χαρτοπαιξία
χειρουργ. χειρουργική
χημ. χημεία
χιουμορ. χιουμοριστικός, -ά
χορ. χορός
χρηματ. χρηματιστήριο
χυδ. χυδαίος, χυδαία
ψυχ. ψυχολογία

Figure 7-5 List of usage labels in Oxford

Here are some examples of usage labelling in Oxford dictionary:

✓ **give a break**

break² **ο** **π** /breɪk/ n [C] ρήξη, σπάσιμο, ρωγμή, αλλαγή, διακοπή, διάλειμμα: *a ~ in the conversation* διακοπή στη συζήτηση ♦ *an hour's ~ for lunch* μια ώρα διακοπή για φαγητό ♦ *without a ~* χωρίς διακοπή, ασταμάτητα ♦ *the long ~* το μεγάλο διάλειμμα (στο σχολείο) ♦ *the ~ of day*; 'day~ η χαραυγή ♦ *a ~ in the weather* αλλαγή καιρού ♦ **give sb a ~** (καθομ.) δίνω σε κπ μια ευκαιρία (να αρχίσει από την αρχή ή να επανορθώσει λάθος). ♦ **a bad/lucky break** ατυχία/τύχη.

Figure 7-6 Oxford: lemma "give a break"

Here the lexicographer provides the abbreviation: (καθομ.), καθομιλουμένη, which literally means everyday language.

✓ **rise a dust**

dust¹ **ο** **π** /dʌst/ n [U] **1** σκόνη: *when it rains ~ turns into mud* όταν βρέχει η σκόνη γίνεται λάσπη. **2** σκουπίδια. **3** τέφρα (νεκρού). **4** **IDM** **bite the dust** τρώω χώμα (πέφτω κάτω νικημένος ή νεκρός). **kick up/raise a dust** (λαϊκ.) κάνω φασαρία, δημιουργώ επεισόδιο, χαλώ τον κόσμο. **shake the dust off one's feet**

Figure 7-7 Oxford: lemma "raise a dust"

Here they use the abbreviation: (λαϊκ.), λαϊκός, which literally means popular language.

We can observe that the usage label list provided by Oxford is rather extended, however they only include usage labels for Greek equivalents, and not for the English words/phraseology. It is possible that this practice might create confusion to the reader in some cases (see some examples below: *prior to*, *drop dear*, *wipe out*, etc.):

- If the register of the English word is different than that of the Greek equivalent.
- If an English word has other meanings and it is used in another context than the specific area of the Greek equivalent.

On the other hand, this makes it difficult for the non-Greek speakers to understand the label, since there is no explanation in English. As we mentioned previously, these dictionaries are used both for encoding and decoding purposes, so it would be useful to have been designed having in mind both native and non-native Greek speakers.

We also notice that there is no separation between register labels (e.g. *ειρων.* *ειρωνικά*, which is the label for *ironic*) and field labels (e.g. *αστρον.* *αστρονομία*, which is the label for *astronomy*). While, in the same list they include both the usage and the grammatical labels (which we have omitted here). Of course, it is important that all the labels abbreviations are included in this list especially in alphabetical order. However, it would be more helpful for the user to have a further categorization of each label.

7.3.2 Collins dictionary

In the dictionary introduction, Collins dictionary mentions:

Indicators. An indicator is a piece of information in English about the usage of the headword to guide you to the most suitable translation. Indicators give some idea of the context in which the headword might appear, or provide synonyms for the headword. They are printed in italic type and shown in brackets. Colloquial and informal language in the dictionary is marked at the headword. You should assume that the translations will match the source language in register; rude or offensive translations are also marked with (!).

Figure 7-8 Introductory notes of Collins about usage indicators

In the abbreviation list in the front part of the dictionary Collins includes the following labels:

Διοίκηση	ADMIN	administration
Γεωργία	AGR	agriculture
ανατομία	ANT	anatomy
αρχιτεκτονική	ARCHIT	architecture
αστρονομία	ASRT	astronomy
βιολογία	BIO	biology
βοτανική	BOT	botany
Αγγλισμός	BRIT	British usage
χημεία	CHEM	chemistry
κινηματογράφος	CINE	cinema
εμπορικός	COMM	commercial
ηλεκτρονικοί υπολογιστές	COMPUT	computers
μαγειρικός	CULIN	culinary
οικονομία	ECON	economy
εμφατικός	emph	emphatic
ηλεκτρισμός	ELEC	electricity
ευφημισμός	euph	euphemism
οικονομία	FIN	finance
επίσημο	fml	formal
γεωγραφία/γεωλογία	GEO	geography/geology
γεωμετρία	GEOM	geometry
ιστορία	HIST	history
Χιουμοριστικός	hum	humorous
βιομηχανία	INDUST	industry
ανεπίσημος	inf	informal
ασφάλιση	INSUR	insurance
ιρλανδικά	IR	Irish
νομικός	JUR	law
γλωσσολογία	LING	linguistics
λογοτεχνία	LIT	literature
μαθηματικά	MATH	mathematics
ιατρική	MED	medical
στρατιωτικός	MIL	military
μουσική	MUS	music
ναυτικός	NAUT	nautical, naval
απαρχαιωμένος	old	old-fashioned
υποτιμητικός	pej	pejorative
φωτογραφία	PHOT	photography
φυσική	PHYS	physics
φυσιολογία	PHYSIOL	physiology
πολιτική	POL	politics
ψυχολογία/ψυχιατρική	PSYCH	psychology/psychiatry
σιδηρόδρομος	RAIL	railways
θρησκεία	REL	religion
σχολείο	SCOL	school
σκωτσέζικα	SCOT	Scottish
τεχνικός	TECH	technical
τηλεπικοινωνίες	TEL	telecommunications

θέατρο	THEAT	theatre
τηλεόραση	TV	television
τυπογραφία	TYP	printing
πανεπιστήμιο	UNIV	university
ζωολογία	ZOOL	zoology
Αμερικανισμός	US	American Usage

Figure 7-9 Abbreviation list of usage labels in Collins

Unlike Oxford dictionary, Collins provides the labels only in English, but they include the Greek translation only in the abbreviation list. Even though this might be confusing for the non-native English speakers, at least they have access to the explanation, providing, however, that they consult the abbreviation list. Providing only the English labels implies that the Greek equivalents are also used in the same field, style, register etc. which might not always be the case (see examples below: *prior to*, *drop dead*, etc.).

As in Oxford, Collins also includes all type of labels (grammatical, register, field) in the same list, without any further categorization (the only separation is that the register labels are given in lower case letters and the field labels in upper case). This is not necessarily problematic – as long as the reader has access to all abbreviations. However, as we mentioned before, it might be more useful if there is a systematic separation of the various categories of labels.

As noted in the dictionary guidelines, they also use other means (exclamation mark - !) to denote rude or offensive translations. Of course this information is only mentioned in the introductory notes, and not explicitly explained in the dictionary article. However, the presence of this mark will warn the reader for an unusual use of the word/phrase.

7.3.3 WordReference dictionary

WordReference uses a variety of usage indicators. Here is the label list they provide:

English Term	English	Greek	Greek Term
	Abbreviation	Abbreviation	
	archaic		απαρχαιωμένο
	colloquial		καθολομιλουμένη
	dated		ξεπερασμένο
	formal		τυπικό / επίσημο
	infantile		παιδιαρώδες
	informal		άτυπο / ανεπίσημο
	literary		λόγιο
	offensive		προσβλητικό
	offensive!		προσβλητικό!
	offensive!!!		προσβλητικό!!!
	pejorative		υποτιμητικό
	slang		αργκό
	vulgar		χυδαίο
exclamation	excl	επιφ.εμφ.	εμφατικό επιφώνημα

United States	US		ΗΠΑ
Canada	Can		Καν.
United Kingdom	UK		ΗΒ
Ireland	Ire	Ιρλανδία	
Australia	AU	Αυστραλία	

Table 7-1 List of usage labels in WordReference

Here are some examples of usage labelling in WordReference dictionary:

✓ **you know** (informal)

<u>Αγγλικά</u>		<u>Ελληνικά</u>	
you know	<i>informal</i> (filler)	(β' ενικό) ξέρεις	<i>ρ αμ</i>
<i>interj</i>			
You know?	<i>informal</i> (seeking agreement, understanding)	καταλαβαίνεις;	<i>ρ αμ</i>
<i>interj</i>		(β' ενικό)	
Λείπει κάτι σημαντικό; Αναφέρετε τυχόν λάθη ή προτείνετε βελτιώσεις.			

Figure 7-10 WordReference: lemma "you know"

✓ **deal with it** (informal)

<u>Αγγλικά</u>		<u>Ελληνικά</u>	
Κύριες μεταφράσεις			
Deal with it!	<i>slang</i> (accept reality)	πάρτο απόφαση, δέξου το	<i>έκφρ</i>
<i>interj</i>			
You don't like your job? Deal with it! - you need the money. Δεν σου αρέσει η δουλειά σου; Πάρ' το απόφαση! Χρειάζεσαι So he won the game by cheating. Big deal! Δηλαδή κέρδισε το παιχνίδι κλέβοντας. Σιγά το πράγμα!			
a big deal	<i>n slang</i> ([sth] important)	πολύ σημαντικός	<i>επίρ + επίθ</i>
Passing her driving test was a big deal for Jodie. Το να περάσει την εξέταση για το δίπλωμα οδήγησης ήταν πολύ σημαντικό για την Τζόντι.			

Figure 7-11 WordReference: lemma "deal with it"

✓ **big deal** (slang)

<u>Αγγλικά</u>		<u>Ελληνικά</u>	
Κύριες μεταφράσεις			
Big deal!	<i>slang</i> (disdain)	(μεταφορικά) σιγά τ'αυγά, σιγά τον πολυέλαιο, σπουδαία τα λάχανα	<i>έκφρ</i>
<i>interj</i>		σιγά το πράγμα	<i>έκφρ</i>
So he won the game by cheating. Big deal! Δηλαδή κέρδισε το παιχνίδι κλέβοντας. Σιγά το πράγμα!			
a big deal	<i>n slang</i> ([sth] important)	πολύ σημαντικός	<i>επίρ + επίθ</i>
Passing her driving test was a big deal for Jodie. Το να περάσει την εξέταση για το δίπλωμα οδήγησης ήταν πολύ σημαντικό για την Τζόντι.			

Figure 7-12 WordReference: lemma "big deal"

✓ **don't mess with me** (slang, ανεπίσημο)

Κύριες μεταφράσεις	
Αγγλικά	Ελληνικά
mess with slang (anger) [sb] vtr <i>phrasal</i> <i>insep</i>	(καθομιλουμένη) τα βάζω με κτ <i>έκφρ</i> Don't mess with Stan because he'll smash your face in. Μην τα βάζεις με τον Σταν! Θα σου αστράψει καμιά σφαλιάρα!
mess with slang (tease) [sb] vtr <i>phrasal</i> <i>insep</i>	(μεταφορικά) πειράζω ρ μ It's just so much fun to mess with him! Μου αρέσει τόσο πολύ να τον πειράζω!

Figure 7-13 WordReference: lemma "don't mess with me"

The first thing we can observe is that the indicators are both for English and Greek expressions (in English and Greek respectively). This is very important, firstly because both English and Greek speakers can understand the specific usage easier, and also that this can mark the difference in usage between the two language – if any exists.

However, we note that there is a lack of consistency in the form of these labels. In some cases, they use both the abbreviation and the full word (for example *καθομιλουμένη* and *καθομ* for informal in Greek). This might be confusing for the users. In any case, since it is an electronic dictionary and abbreviations are not necessary for space economy, the dictionary makers could use the full words instead. As in the other two dictionaries all labels (grammatical, register, field) are included in the same list, with no further division.

Additionally, we can see that they use other means (exclamation mark - !) to denote gradation. For example the label offensive: offensive - offensive! - offensive!!!. They provide two and three exclamation marks to imply the level of the offensiveness. This information is useful for the user, and the way it is provided contributes to the space economy. However, it is given in the labels list without any further explanation, which means that the users can receive the information only if they understand the use of the symbol on their own.

7.4 Examining examples of usage labelling in the three dictionaries

In order to determine the quality of the usage labeling in the three dictionaries, we examined a sample of expressions and compared them with the findings of our corpus. Given the fact that the corpus provides texts of actual language use, it can reveal the stylistic context or the field area where this phraseology has been used. In addition, we have used an English monolingual corpus (English Web 2013 Corpus), as well as English monolingual dictionary (Cambridge dictionary), in order to collect more information about the usage of the phraseology examined and to make a comparison regarding their lexicographic presentation. Below we present the expressions examined and the issues detected.

7.4.1 Not providing usage labels

As we can see from the examples below, some of the phraseology we examined in the three dictionaries, did not include any usage labels, while their register is not neutral, which is also evident in the corpus.

✓ **blow away**

Oxford	No label
Collins	No label
WordReference	Meaning: μένω άφρονος=> slang/no label for Greek equivalent Meaning: κώνω σκόνη => slang/αργκό

Table 7-2 Usage labels of “blow away” in the three dictionaries

In this case, Oxford and Collins dictionaries do not provide any label, while WordReference include the label “slang” for the English and “αργκό” respectively for the Greek equivalent. As we can see from the corpus evidence ([English Web 2013 \(enTenTen13\)](#) and TED_Parallel EN-GR Corpus) this phraseology has an informal usage:

English Web 2013 Corpus:

but I couldn't be more wrong! Everyone was	blown away	by the cleanliness and tasteful decoration
the works of artist James R. Eads and was	blown away	not just by their sheer beauty but by the
comes out, and he says, "I'm absolutely	blown away	by the movies that they make today. I would
how to make one. I couldn't make one. I'm	blown away	by the wizardry, the technology, and the
winnowing window which helped cause a	blow away	the chaff which was formed during the
draught to		threshing
across french illustrator PEZ's artwork I	blown away	by the level of detail he adds to his work
was		
Read more </p><p> The new Google+	blows away	a few widely held assumptions, captures
iPhone app		
of A History of Violence , but I wasn't	blown away	by it and this one just doesn't seem as
fan of A History of Violence, but I wasn't	blown away	by it. " 2. "I was a big fan of Stephen
of Panini Happy. You are just going to be	blown away	by the creativity and wonderful recipes
opinion. </p><p> Kim's post was	blown away	by how great everyone's posts were. Not
fantastic! I was		
to think about your links and we've been	blown away	by the amazing content you've created.
based in Rotherham, where he had been '	blown away	' by a visit to Herringthorpe Infants School
and she knew almost no one there. She was	blown away	by how friendly everyone was and how much
sent straight out of heaven! Not only was I	blown away	by the comfort, but also by how well
		designed
just put in fake data, and give them a "	Blow away	the fake data" button. This is a very deep
History I can distinctly remember being	blown away	. Just like the book's main character Richard
. Which of course I did and was totally	blown away	. </p><p> It was unlike anything I had read
paranormal/magical. Boy was I surprised	blown away	. </p><p> The book is written with a
and		Scottish
on my blender. After a quick taste I was	blown away	at the heat, a little too much for us.

TED Parallel EN-GR Corpus:

*When Melinda and I learned how little useful feedback most teachers get, we were **blown away***

*Όταν η Μελίντα και εγώ μάθαμε πόσο λίγες αξιολογήσεις λαμβάνουν οι περισσότεροι δάσκαλοι, **μείναμε άφρονι.***

*If today's average teacher could become as good as those teachers, our students would be **blowing away** the rest of the world.*

*Αν ο μέτριος δάσκαλος του σήμερα μπορούσε να εξελιχθεί σ'έναν τόσο καλό δάσκαλο όσο εκείνοι, οι μαθητές μας θα **ξετίναζαν** τον υπόλοιπο κόσμο.*

*I first found out about this confrontation when I was in graduate school, and it kind of **blew me away***

*Πρώτη φορά άκουσα για αυτή τη διαφωνία όταν έκανα το μεταπτυχιακό μου, και με **ξάφνιασε.***

On the other hand, we can see that other monolingual dictionaries, such as Cambridge Dictionary, do mark the phraseology as “informal”:

<http://dictionary.cambridge.org/dictionary/english/blow-sb-away?q=blow+away>:

blow sb away

— phrasal verb with **blow** **UK**  /bləʊ/ **US**  /blaʊ/ verb **blew, blown**

(PLEASE)

★ **INFORMAL to surprise or please someone very much:**

The ending will blow you away.

Surprising and shocking

(KILL)

★ **US INFORMAL to kill a person by shooting them**

Figure 7-14 Example of informal label in Cambridge Dictionary: lemma “blow sb away”

We also notice that they distinguish between the UK use (meaning: please sb) and the US use (kill sb). But as the corpus data shows that the first meaning (please sb) is common both in UK and US, we can omit the UK label, in order to imply that this meaning is a generalized use of the phrasal verb. In any case, the register of this expression is informal in both of its meanings.

✓ none of your business

Oxford	No label
Collins	No label
WordReference	Informal

Table 7-3 Usage labels of “none of your business” in the three dictionaries

WordReference includes the label “informal”, but Oxford and Collins dictionaries do not include any usage label. This implies that the register is neutral in these two dictionaries. However, if we examine the corpus findings below (both our parallel corpus and English Web 2013 Corpus), we notice that the expression is clearly used in an informal register.

TED Parallel EN-GR Corpus:

*Finally, in 1980, I received the revered New Yorker contract, which I blurred out parts because it's **none of your business***

*Τελικά, το 1980, δέχτηκα το σεβαστό συμβόλαιο με το Νιου Γιόρκερ, κομμάτια του οποίου έσβησα γιατί **δε σας αφορούν**.*

English Web 2013 Corpus:

taking her husband, she was told that it was	none of your business	your .	</p><p> The Vogt family have recounted their
always answer (quite rightfully), "that is	none of your business	your "	By the same token then, the reply back
n't CARE what religion you are and mine is	none of your business	your ,	thankyouverymuch. </p><p> If you feel threatened
? " </p><p> I'm always tempted to reply,	None of your business	your ,	" but I manage a more tactful, "It's Ms.
slightly surprised. </p><p> 'My sexuality is	none of your business	your . '	</p><p> 'It goes to motive. ' </p><p> Draco

as a child? Or what the IRS calls me now? **None of your business** . Introduction to Healthy Skepticism

told my parents in no uncertain words, " **none of your business** " and implied some sort of intellectual

options included "white" and "black") as " **none of your business** ". Then after being hired, I was required

sexual partner? Or maybe you believe it's **none of your business** who your friends have relationships with

intervene only once...a loud chorus of " **None of your business** ! " rang out from a group of girls working

%#ed your wife. In the same regard, it's **none of your business** or the other employees business to ask

SHOCKING! SHOCKING, I TELL YOU!!!) And, it's **none of your business** what their reason is for marrying unless

is: our sexuality is perfectly valid and **none of your business** , we offer you no excuses, and we are never

stronger and more inclusive banner: the It's **None Of Your Business** Why We're LGBTQI, We're Not Hurting Anyone

that we shouldn't put us all under the " **none of your business** " clause because people do have their reasons

sounds more angry than informative- "It's **none of your business** ," to me at least, seems to take on the

targeted. You may get the message that it is **none of your business** to be concerned with this issue. You may

than own, and it's likely to be regarded as **none of your business** by many applicants. Relationship

teaches her children right from wrong is **none of your business** . And I for one completely agree with her

said the one who had spoken first. "That's **none of YOUR business** , Two! " said Seven. 'Yes, it IS his business

According to this evidence, we believe that all three dictionaries should provide this information about the informal usage of this expression, in order to help the users to use it correctly.

✓ **something is going wrong**

Oxford	Not included
Collins	No label It is included as variant form: What's wrong? Τι τρέχει/συμβαίνει; There's nothing going wrong δεν τρέχει τίποτα/δεν συμβαίνει τίποτα
WordReference	No label (go wrong πάω στραβά)

Table 7-4 Usage labels of "something is going wrong" in the three dictionaries

Oxford does not include the expression, while Collins and Word Reference do not provide any usage labels. However, as we can see from the TED Parallel EN-GR Corpus this phraseology is used in an informal context.

TED Parallel EN-GR Corpus:

I'm an ornithologist. I said, "Something's wrong here." One is dead, one is alive.

Είμαι ορνιθολόγος. Είπα: "Κάτι λάθος συμβαίνει εδώ." Η μία είναι νεκρή, η άλλη ζωντανή.

✓ **let's face it**

Oxford	No label
Collins	Not included
WordReference	Not included

Table 7-5 Usage labels of "let's face it" in the three dictionaries

In this expression Oxford dictionary has no label, while Collins and WordReference do not include it at all. As we can see from the TED Parallel EN-GR Corpus, the expression is used in informal context and mainly in oral speech.

TED Parallel EN-GR Corpus:

Let's face it: Driving is dangerous

Things have come to this point because politicians in general, but especially in our countries, let's face it, think people are stupid.

Ας το παραδεχτούμε: Η οδήγηση είναι επικίνδυνη

Τα πράγματα έφτασαν σε αυτό το σημείο επειδή οι πολιτικοί εν γένει, και ειδικά στις χώρες μας, ας το παραδεχτούμε, θεωρούν τους πολίτες χαζούς.

On the other hand, we notice that, unlike the informal usage of the expression *let's face it* the word *face*, which is its main component, has a neutral register, while it remains unmarked when it collocates with other elements, such as in *face reality/ an opponent/ the truth*. The informal register, therefore, is linked to the usage of this specific fixed expression and with all the collocations of the word *face*.

✓ **let's see**

Oxford	Not included
Collins	Not included
WordReference	No label (it is included in an example) Let's see, what do we need to do next? Για να δούμε, τι πρέπει να κάνουμε μετά;

Table 7-6 Usage labels of "let's see" in the three dictionaries

Oxford and Collins dictionaries do not include this expression. WordReference uses it as an example, so they do not provide any label. However, as we can see from the corpus data below, this expression is acting as a discourse marker and it is used in oral and informal contents.

TED Parallel EN-GR Corpus:

So let's try something else. Let's see how we can bring people back to the process.

So let's see if it can't be an experiment in global democracy, a new kind of democracy. Let's see if we can't design a European agora, not simply for products and services

Okay. Let's see if your shower in that house is working.

Hey, let's try some stuff. Let's see. This stuff hasn't worked for 55 years.

with the nanotechnology coating, and let's see if you can tell which one, and I'll give you a hint.

All right, let's see that video then, because this is actually amazing when you think about it.

Ας δοκιμάσουμε λοιπόν κάτι άλλο. Ας δούμε πώς μπορούμε να φέρουμε το λαό πίσω στη διαδικασία.

Ας δούμε λοιπόν αν μπορεί να αποτελέσει ένα πείραμα για την παγκόσμια Δημοκρατία, ένα νέο είδος Δημοκρατίας. Ας δούμε αν μπορούμε να σχεδιάσουμε μια Ευρωπαϊκή Αγορά, όχι μόνο για προϊόντα και υπηρεσίες,

Εντάξει. Ας δούμε αν το ντους στο σπίτι δουλεύει.

Έι, ας δοκιμάσουμε κάτι πράγματα. Ας δούμε. Αυτό δεν έχει λειτουργήσει εδώ και 55 χρόνια.

με επίστρωση νανοτεχνολογίας, και ας δούμε αν μπορείτε να πείτε ποιο από τα δύο, και θα σας βοηθήσω.

Ωραία, ας δούμε το βίντεο τότε, επειδή άμα το καλοσκερτείς είναι πράγματι εκπληκτικό

But I will do a trial. **Let's see.** Yeah, it worked. Thank you.

Αλλά θα κάνω μια δοκιμή. **Ας δούμε.** Ναι, δούλεψε. Ευχαριστώ.

On the other hand, it is true that the Greek translation (ας/για να δούμε) is also used in the same context, so the users will be able to use it correctly provided that they have a good knowledge of one of the two languages.

✓ **drives me crazy**

Oxford	No label
Collins	No label
WordReference	Slang, <i>ανεπίσημο</i>

Table 7-7 Usage labels of “drives me crazy” in the three dictionaries

In this case, Oxford and Collins do not provide any usage label, but on the contrary, WordReference includes the labels: “Slang” and “*ανεπίσημο*” (which means informal). As we can see in the corpus evidence, below the phraseological unit *drive someone crazy* is used mainly in oral speech in an informal register. This information is very important for the non-native English speaker, which makes it necessary to be included in the dictionary.

TED Parallel EN-GR Corpus:

Here's something that **drives me crazy.** When I call you and leave a message on your voicemail,

Να και κάτι μου **με τρελαίνει.** Όταν σας καλώ κι αφήνω μήνυμα στον τηλεφωνητή σας,

English Web 2013 Corpus:

agree with people not changing defaults-it **drives me crazy** when I find a car stereo set on the crummy
 Stuff" Chorus.... This is the stuff that **drives me crazy** This is the stuff that's getting to me
 point when only the self-checkout is open. **Drives me crazy** . I hate self-checkout in general anyway
 Important to You </p><p> The hospital **drives me crazy** !! I have stayed overnight at the hospital
 one
 n't mind the stress, it's something that **drives me crazy** . I can't stand crowds, never mind crowds
 keep trying to lose weight but its stuck. **Drives me crazy** ! Thanks for sharing the grief. Patty/BC
 hungry. I too have ugly wires that show, **drives me crazy** . I like that you took this angle for the
 waste, in particular with food, it really **drives me crazy** to see food thrown away. In light of this
 slobber, which you will get with any dog... it **drives me crazy** but wouldnt have it any other way. One
 stand for the columns to change widths. It **drives me crazy** . I add this to my CSS almost every time
 been writing about my father. My father **drives me crazy** . Bat-shit crazy. I've spent years diagnosing
 hate waste and the older I get the more it **drives me crazy** . Waste of any kind frustrates me, but nothing
 writing than they could stop breathing. **Drives me crazy** . </p><p> Any one who's willing to admit
 they
 " recently released on Blu-ray and DVD , **drives me crazy** . The HBO drama can be so thematically dense
 licking his chops , while he is eating and it **drives me crazy** that he lets this behavior go on. Is this
 look as attractive as they can, and it just **drives me crazy** , and I can't keep my eyes off them even
 the scales and in dress sizes. It truly **drives me crazy** and when i tell teen girls otherwise, that
 the same thought porcess. the thing that **drives me crazy** is when christians and catholics say they
 exception. I will keep it short and sweet. It **drives me crazy** that we have created a culture which assumes
 to death, but I'm not going to lie – this **drives me crazy** . It's cool though, I can definately look

On the other hand, if we look in a monolingual English dictionary (Cambridge dictionary), they mark the expression as “informal”:

<http://dictionary.cambridge.org/dictionary/english/drive-someone-crazy?q=drive++someone++crazy>:

drive someone crazy

ALSO drive someone nuts/up the wall

★ INFML to make someone upset or annoyed:

We love our two-year-old, but sometimes she drives us crazy.

Be quiet! You're driving me up the wall!

Figure 7-15 Example of informal label in Cambridge Dictionary: “drive someone crazy”

✓ why on Earth

Oxford	No label
Collins	Not included
WordReference	<i>Informal</i>

Table 7-8 Usage labels of “why on Earth” in the three dictionaries

Here we notice again that Oxford and Collins do not provide any usage label, while only the WordReference includes the label: “Informal”. If we examine the corpus evidence, we can notice that the expression has an informal use. Besides that, as we also notice from the corpus, this expression is much more typical of oral language because it’s often used in a rhetorical question, which would be strange in written text. Of course it is important for the user to find this information in the bilingual dictionaries.

TED Parallel EN-GR Corpus:

*You decided to build a space company. **Why on Earth** would someone do that? (Laughter)*

*Αποράσεις να χτίσεις μια διαστημική εταιρία. **Γιατί στο καλό** θα το έκανε αυτό κάποιος; (Γέλιο)*

So you've somehow slashed the cost of building a rocket by 75 percent, depending on how you calculate it. How on Earth have you done that?

Έχεις καταφέρει με κάποιο τρόπο να μειώσεις το κόστος κατασκευής ενός πυραύλου κατά 75%, αναλόγως πως το υπολογίζεις. Πώς στο καλό το κατάφερες αυτό;

*they're such ambitious projects at scale. **How on Earth** has one person been able to innovate in this way?*

*τόσο φιλόδοξα σε μια μεγάλη κλίμακα πρότζεκτ. **Πώς το καλό** ένας άνθρωπος έχει καταφέρει να καινοτομήσει σε τόσο μεγάλο βαθμό;*

*And I used to think, **how on Earth** are those kids ever going to learn to write computer programs?*

*Ξαφνικά λοιπόν σκέφτηκα **πώς συμβαίνει** όλοι οι πλούσιοι να έχουν αυτά τα εξαιρετικά προικισμένα παιδιά;*

English Web 2013 Corpus:

So you are not yet up? " he went on. "And revolutionary, at the end of the day, then, welcomed the opportunity to expound it.

why on earth are you wearing a nightshirt ? They have

why on earth are you participating in reformist activities

Why earth on , when faced with such an opportunity, would

crisis (and still hasn't really). </p><p>

Why earth on does everyone seem to be making the simplifying

obviously insulated from the real labour market

why on earth would you give up a cushy number in Brussels

Lives is marginalised and under-resourced.

Why earth on isn't every cash-strapped local authority

prevalence of so-called "web-only" material.

Why Earth on would I bother paying for a service for

all. You don't respond well to spam, so American war against the Nazis. " He asks: "

So if nothing is going to change, jewelry store customer and found a great store accessories. " Then no one has to wonder would read this post and not want to know quitting smoking into both men and women. will be bigger than ours within the decade, cities such as San Francisco and New York. walk away from the conversation wondering Merlin's name are you thinking, Malfoy? answers rather than sound bites. And hacked homepage I'd somehow puzzled of

why on earth would you expect anyone else to? It does **Why on earth** should her fury have been directed not **why on earth** would we want to vote for independence? **why on earth** would I go elsewhere? How on earth could **why on earth** they're going to a page for a product they **why Earth** I'm doing this). In the meantime, however **Why on earth** would anyone want to quit their favourite **why Earth** are we forcing aid money on them when they **Why on earth** does it cost \$150,000 in commissions to **why on earth** you feel like going to bed at four in the **Why on earth** did you drag me along? ' Potter's **why on earth** would Rainey contact Breitbart, O'Keefe **why on earth** that spammers and hackers are so attracted

As in the previous cases, monolingual dictionaries also agree with the usage label. In this case, Cambridge Dictionary labels the phraseology as “informal”.

[http://dictionary.cambridge.org/dictionary/english/how-what-why-etc-on-earth?q=why+on+earth:](http://dictionary.cambridge.org/dictionary/english/how-what-why-etc-on-earth?q=why+on+earth)

how, what, why, etc. on earth...

INFORMAL

★ **C1** used when you are extremely surprised, confused, or angry about something:

How on earth did this happen?

Why on earth didn't you tell me before?

Figure 7-16 Example of informal label in Cambridge Dictionary: “how... etc. on earth...”

At this point, we should also note that since this phraseology is present in a monolingual learner’s dictionary, we would expect to find it in the bilingual dictionaries as well, as the users of the first are similar to the audience of the latter. Nevertheless, two of the three bilingual dictionaries examined (Oxford and Collins) did not include it and this is an important omission for these kind of editions.

7.4.2 Usage labels included

Examining our sample of phraseology, we noticed that in many cases the dictionaries included the usage labels, when necessary. Below we include some examples that we collected:

✓ **lo and behold**

Oxford	Not included
Collins	Not included
WordReference	It includes similar expressions: Lo <i>Biblical, literary</i> Ἴδού <i>επίσημο, παλαιό</i> Να <i>καθομιλουμένη</i> Behold <i>literary</i> Ἴδού <i>αρχαϊκό, λογοτεχνικό</i>

Table 7-9 Usage labels of “lo and behold” in the three dictionaries

In this case Oxford and Collins do not include the phraseology at all. WordReference includes similar expressions (they include “lo” and “behold” separately), and they mark them with the following usage labels: So for **Lo** we have “*biblical*” and “*literary*” and for the Greek translation they use “*επίσημο*” (official) and “*παλαιό*” (old). On the other hand, they provide a second equivalent (**Να**) which, as opposed to the original is used in ordinary, informal register, which is marked by the lexicographer (“*καθομιλουμένη*”, which is colloquial).

✓ **come on**

Oxford	<i>Προστ.</i> Εμπρός! Έλα! Άντε τώρα!
Collins	No label έλα! Άντε!
WordReference	<i>Slang, interj</i> <i>Καθομιλουμένη, αργκό</i>

Table 7-10 Usage labels of “come on” in the three dictionaries

We can see that all three dictionaries indicate something about the usage of this expression. Oxford uses the abbreviation “*Προστ.*”, which means imperative form, while the translations are accompanied by an exclamation mark (Εμπρός! Έλα! Άντε τώρα!). Collins does not provide any label, but the translations are accompanied by an exclamation mark (έλα! Άντε!). Finally, WordReference provide two labels in English “*Slang*”, “*interj*”, and two in Greek: “*Καθομιλουμένη*” (colloquial), *αργκό* (slang)

✓ **for God’s/goodness/heaven’s/pity’s/mercy’s sake**

Oxford	<i>Επιφ</i>
Collins	No label (!)
WordReference	<i>Interj επιφ</i>

Table 7-11 Usage labels of “for God’s/goodness/heaven’s/pity’s/mercy’s sake” in the three dictionaries

For this expression, Oxford provides the label in Greek “*Επιφ*” (Επιφώνημα: interjection). Collins does not give any labels, but they include the exclamation mark (!) to denote offensive usage and finally, WordReference uses the label *Interj* (interjection) for the English and the equivalent label *επιφ* (Επιφώνημα: interjection) for the Greek expression.

✓ **the hell with you/hell**

Oxford	Hell! <i>επιτακτικά</i>
Collins	Hell! <i>Inf!</i> A hell of a και γαμώ (+ACC) (inf!)
WordReference	<i>Emphatic υβριστικό</i>

Table 7-12 Usage labels of “the hell with you/ hell” in the three dictionaries

In Oxford dictionary, they provide the exclamation mark and the label “επιτακτικά”, which means imperative, but there is no indication about the level of offensiveness. On the contrary, in Collins **hell** is marked as informal and also has an exclamation mark which denotes that it is offensive (according to the dictionary instructions for users). On the other hand, WordReference has two labels: one in English: *Emphatic* and one in Greek: “υβριστικό”, which means insulting.

✓ **screw up**

Oxford	<i>Λαικ.</i>
Collins	Not included
WordReference	<i>slang, Offensive, US</i>

Table 7-13 Usage labels of “screw up” in the three dictionaries

While Collins dictionary does not include the expression, Oxford and WordReference do include it and they provide usage labels. Oxford uses the label: “*Λαικ.*” (Λαϊκός, which means popular), while WordReference provide various labels: *slang, Offensive, US*, all of which are in English (no labels for the Greek equivalents).

✓ **shut up**

Oxford	<i>Λαικ.</i>
Collins	<i>inf</i>
WordReference	<i>Slang, καθομιλουμένη, αγενές</i>

Table 7-14 Usage labels of “shut up” in the three dictionaries

All the three dictionaries provide a usage label in the case of the phrasal verb **shut up**. Most specifically, Oxford uses *Λαικ.* (Λαϊκός: popular), Collins: *inf* (for informal) and WordReference *Slang, καθομιλουμένη* (for colloquial), *αγενές* (for offensive).

7.4.3 Phraseology of Latin origin

Below we can see some examples of Latin expressions. These kinds of expressions have the tendency to be used in more formal and official contexts. This information is important to be included in the dictionary, especially in the cases where the translation might not be of the same style. In the examples below, the dictionaries did not mark the expressions, and this might create confusion to the user.

✓ **ad hoc**

Oxford	<i>λατ.</i> No style label
Collins	No style labels (decision, committee)
WordReference	<i>Latin</i> no style label

Table 7-15 Usage labels of “ad hoc” in the three dictionaries

Here we can see that Oxford and WordReference include the label *Latin*, to denote the origin of the phraseological unit, but they do not use any indication about the usage. Collins on the other hand does not include any label at all. However, as we observe from the corpus

evidence, this expression has a formal usage register and it is rarely used in oral and informal situations.

TED Parallel EN-GR Corpus:

*And then we were surprised when every **ad hoc** new measure didn't bring an end to the crisis*

*Και στη συνέχεια εκπλαγήκαμε όταν κάθε **εξειδικευμένο** νέο μέτρο δεν έφερε το τέλος της κρίσης*

English Web 2013 Corpus:

from Australia. On September 15, 1942, an
 </p><p>The Convention was drafted by the
 and Dignity of Persons with Disabilities (
 observers. During its first session, the
 non-governmental organizations (NGOs) accredited to
 the
 with United Nations practice. </p><p>The
 be included. At its second session, the
 sixth, seventh and eighth sessions, the
 The Convention text was finalized by the
 priorities which contributed to the work of the
 from the least developed countries – in the
 they were discussed during a session of the
 using assistive devices as necessary. All
 input to other Autism Ontario groups on an
 </p><p>The second option was to create an
 neighbours St Germain Cafe and possibly
 have become more comprehensive over time.
 sun), but he finds the Demeter explanation
 software, the provision of upgrades, and

ad hoc troop carrier force airlifted 230 GIs to
Ad Hoc Committee on a Comprehensive and Integral
Ad Hoc Committee), which was a committee of the
Ad Hoc Committee decided that representatives
Ad Hoc Committee could also participate in meetings
Ad Hoc Committee held eight sessions. At its first
Ad Hoc Committee established a working group to
Ad Hoc Committee continued its negotiations. The
Ad Hoc Committee on 26 August 2006. </p><p>A drafting
Ad Hoc Committee. </p><p>What was the role of the
Ad Hoc Committee sessions. </p><p>Grants from the
Ad Hoc Committee, an innovative practice for United
Ad Hoc Committee meetings were held in a wheel-chair
ad hoc basis. Research Scholarships To find out
ad hoc committee comprised of an MPP and a staff
Ad Hoc Clothing will also be having events that
Ad hoc deliverables are produced upon request,
ad hoc and extraordinary, too much so for him
ad hoc development services. </p><p>This template

Even though this Latin expression is also used in Greek (but also in a high register and many times in technical contexts) it would be useful to include the usage label in the bilingual dictionary.

✓ **per se**

Oxford	No label
Collins	Not included
WordReference	Not included

Table 7-16 Usage labels of “per se” in the three dictionaries

In the case of the Latin expression **per se**, of the three dictionaries, only Oxford includes it, but they provide no label for it. However, as we can see from the real linguistic data provided by the corpus, the expression has the tendency to be used in a more official register.

TED Parallel EN-GR Corpus:

*but we all know the bruise **per se** is not the problem*

*αλλά όλοι ξέρουμε ότι η μελανιά δεν είναι **καθ'** αυτό το πρόβλημα*

*Now this is, of course, not a disease, **per se**. It's a condition, or it's a situation that leads to mortality*

Αυτές καθεαυτές δεν είναι βέβαια ασθένειες. Είναι μια κατάσταση που οδηγεί στον θάνατο

English Web 2013 Corpus:

systematic. Furthermore, brain scans, enthusiastic about stickers wasn't the technology stage prior to transfer. Its not the ICSI question at hand is about their marketing ... this is just the tip of the ice berg the problem is not the cost of the system want you), but going to a top university Finally, I'm not against timing etc interesting, and as I say, I don't object sales team at Moz. We're not anti-sales, didn't set out to write a personal story, 10% of my body weight! I am not dieting, you're not considered a consumer/customer , not a decision on API copyrightability feet in diameter, it isn't even an island rights. " I'm not against weight loss, , and not really to *eliminate* anything relationships, while not unethical and harmful that I'm not against digital technology attractive nose is one which is not beautiful

per se , are not the only ingredient in economic **per se** but the dynamic around the initial bank-operator **per se** , severe sperm problems impact embryo growth **per se** but their presence on Google Places **per se** . I think that looking into these different **per se** , but the lack of funds to underpin it. **per se** doesn't seem to provide any added value **per se** , I just think it's incredibly difficult **per se** to timing. I just think it's massively **per se** , it's just that it doesn't fit our culture **per se** , but rather approached the story so honestly **per se** , but making a concerted effort to live **per se** . So when you get ripped off (like me) and **per se** . The issue was intermediate copying, and **per se** . We need to call it an islet. It **per se** . I am overweight myself and it almost certainly **per se** . It seems to me that G couldn't somehow **per se** , foster sexual dual relationships" (p. **per se** – just that the speed and power of our **per se** but one that is not distracting or the

We should note of course that in the case of **per se**, the Greek translation has the same register as the original, which makes it easier for the native Greek user of the dictionary to understand the usage of the expression. However, the bilingual dictionary should keep in mind the average user, who might not distinguish the level of formality and explicitly explain it by a label of usage.

✓ **sine qua non**

Oxford	<i>λατ.</i>
Collins	<i>fml</i>
WordReference	<i>Formal Latin</i> Εκ των ων ουκ ανευ καθαρεύουσα

Table 7-17 Usage labels of “sine qua non” in the three dictionaries

In this case, we observe that Oxford dictionary only includes the label “λατ.” (latin) to denote the origin of the word, Collins and WordReference do include the style label: *fml*, formal. In addition, WordReference also adds a label for the Greek equivalent: *καθαρεύουσα* (katharevousa), which is a mixed language, consisted by Ancient and Modern Greek. Katharevousa, was actually a fabricated language and it was mainly used in written speech and in official, formal contexts during the 19th and 20th century. After 1970’s this language became obsolete, even though many types of it still survive mainly in literature, political speech or academic writings. Therefore, the use of such expression has a strong official style and its lexicographic labelling is considered necessary, especially for the non-native Greek users.

7.4.4 Difference in register

As we mentioned before, one of the problems of bilingual lexicography in terms of usage labelling are the cases where the original and the translation equivalent do not share the same usage characteristics. In these cases, it is even more important for the lexicographer to explicitly mark the usage of each word or expression, both for the original and the equivalent. By this way, this information can be transmitted to the non-native users of the source language as well as to the non-native speakers of the target language, or to the native speaker of a third language, as the dictionaries are often used as an intermediate resource between user's native language and another foreign language (in this case English and Greek).

In the examples below, we can see that the dictionaries did not keep in mind the usage difference between English and Greek phraseology, resulting inadequate information for the users.

✓ prior to

Oxford	(λογ.) (προ-, πριν από)
Collins	No label (πριν από)
WordReference	No label (πριν, προηγουμένως, νωρίτερα)

Table 7-18 Usage labels of "prior to" in the three dictionaries

In this case, we notice that the register of the English expression "prior to", is more formal than its Greek translations "πριν από", "προ-", "πριν", "προηγουμένως", "νωρίτερα". All these expressions have the meaning of "before", but they are not particularly used in a formal style. However, the dictionaries do not notice this difference in usage between the two languages in this expression. With the exception of Oxford dictionary, which uses the label (λογ.), from "λόγιος" (scholar, literary).

✓ drop dead

Oxford	No label (πέφτω ξερός)
Collins	Not included
WordReference	<i>Informal, προσβλητικό</i> (μένω στον τόπο)

Table 7-19 Usage labels of "drop dead" in the three dictionaries

The English expression has an informal/ offensive register. As we can see from the three dictionaries only WordReference includes label: one in English "informal" and one in Greek "προσβλητικό", which means offensive. Oxford does not provide any labelling, and Collins does not include the phraseology at all. The translation provided both by the dictionaries and the corpus: "πεθαίνω" has the meaning of "die" and it has a neutral register. There are more informal equivalents "ψοφάω" (its main use is for animals, but is also used for human in an offensive – and sometimes in humorous-way), but this is much more offensive than the "drop dead", this is why we assume that the lexicographers and the translators did not include it. However, by translating the "drop dead" simply as "die" without any indication of the usage, might create confusion to the dictionary users, both native Greek and native English speakers, who will assume that the original and the equivalent are used in the same register. Additionally, the

expression is also used as a modifier as in English, as in “drop dead beautiful”. In this case, the expression is informal but not offensive and the users need to be informed about this differentiation.

✓ **on one’s way**

Oxford	No label (καθ' οδόν)
Collins	Πηγαίνοντας, καθ' οδόν (fml)
WordReference	No label (καθ' οδόν)

Table 7-20 Usage labels of “on one’s way” in the three dictionaries

The main translation of the phraseology *on my way* in Greek is the expression καθ' οδόν (literally meaning on my way). However, the Greek equivalent has a formal register, as it has a more archaic origin and includes the obsolete form of the noun: οδόν, instead of οδός/οὐ/ὄ. Additionally, it is not used in everyday language, but generally in a more formal context. This information is very important to be included in a bilingual dictionary, so the users would not misuse either the English phraseology or its Greek translation. We notice that from the three dictionaries, only Collins includes a usage label to warn the readers for this stylistic difference.

✓ **wipe out**

Oxford	No label (εξαλείφω, σβήνω)
Collins	No label (εξολοθρεύω)
WordReference	No label (εξαλείφω, καθαρίζω, ξεκαθαρίζω, αφανίζω, εξοντώνω, εξολοθρεύω)

Table 7-21 Usage labels of “wipe out” in the three dictionaries

Some of the Greek translations in this case: εξαλείφω, εξολοθρεύω, αφανίζω do not share the same register as the phrasal verb *wipe out*. Nonetheless, none of the dictionaries points out the difference, allowing the user to assume that they can all be used in the same context as the English expression. This would lead to a misuse of the English or Greek expression. To avoid the misunderstanding, lexicographers should have included a label to inform the readers about the difference in the usage between the original and the translations.

✓ **no matter**

Oxford	No label (οποιοσδήποτε/ο,τιδήποτε/απουδηποτε/όσο(δήποτε))
Collins	No matter what: No label (ό,τι και αν γίνει, ό,τι και αν συμβεί)
WordReference	No label (άσχετα από, ανεξαρτήτως)

Table 7-22 Usage labels of “no matter” in the three dictionaries

In the case of *no matter*, Oxford and Collins dictionaries provide a translation of similar register as the original. However, WordReference gives another equivalent: ανεξαρτήτως. The specific adjective is used in more formal register in comparison with the original. (as opposed to the second equivalent άσχετα από, which has a stylistic equivalence with the English expression). in

order to avoid misunderstanding, the dictionary should provide a label to underline the difference in register between the two languages.

7.5 Conclusions

As we have seen before, one of the problems of usage labelling is the fact that there is no clear division between categories (for example among: formal, colloquial, slang). Even though the linguists demonstrate various theoretical approaches on the subject, in practice, it seems that the lexicographers do not have standard criteria for characterization. As a result, they apply their own view on the matter, using a dictionary guide, provided for the specific lexicographic project. However, it is important to note - as in previous chapters- that we should always keep in mind the users and their ability to understand the usage labels. If the distinction between colloquial and slang is not clear for the lexicographer, we can imagine that the user might find it even more confusing. In these cases, the dictionary makers should take into consideration the various theoretical proposals regarding the usage labeling, in order to choose the usage categories, they decide to include. They further should provide a full abbreviation list, as well as clear explanation regarding the usage labels in their introductory notes. Of course, it goes without saying that they should provide the usage labelling in a consistent way thought out the dictionary.

Another important issue is the criteria on whether to use a usage label or not. It seems that the lexicographers rely on their own judgement for labelling or sometimes they use a source other existing dictionaries. However, from what we have seen by examining the English-Greek dictionaries, in many cases, the usage labeling was not sufficient. Many times, we noticed that the dictionaries did not provide any labels, while as we have seen from the corpus evidence, these phraseological units were clearly used in a specific register, field, or style. Of course, this information is very useful for the readers, and the dictionaries should provide it. Therefore, dictionary makers should rely more on corpora where they can find more context, or corpora of specific field, which will show in which genre a specific word/phraseology is used. In addition, as the corpus can give us information about usage, we can extract from there illustration examples, as an alternative way to introduce this information, especially where the space is limited

As we have seen in the examples we examined, in many cases, the usage labelling in the English-Greek dictionaries were not adequate (*blow away, let's face it, none of your business, etc.*). Many times, some (or even none) of the dictionaries did not include any usage label in cases where the corpus evidence showed that the phraseology was used in a specific register (colloquial, informal, formal, offensive, etc.). In order to improve the overall quality of lexicographic information, the lexicographers should use various resources, such as bilingual/monolingual corpora or other (bilingual or monolingual) dictionaries in order to determine the usage label and to include it in the dictionary. Another specific problem that we have seen examining the sample of expressions, was the fact that the English-Greek dictionaries did not provide adequate stylistic labels for phraseology of Latin origin (*ad hoc, per se, etc.*). These kinds of expressions are usually used in more formal and official contexts. Therefore, in order for the users to be able to understand and use them properly, this information should be included in the dictionary. Here as well, the

lexicographers should not rely exclusively on their intuition, but they should consult real linguistic data, in order to decide upon the specific label. Finally, in some of the examples we examined, the original phraseological unit was used in a different register than the translation provided by the dictionary (*prior to, drop dead, etc.*). In these cases, it is specifically crucial to include a kind of indication -both for the original and the translation - in order to avoid any confusion to the readers and allow them to use the phraseology in the correct context.

We should note that in many of the cases that we examined, the dictionaries provided adequate information about the usage of phraseology (*lo and behold, come on, etc.*). This is a positive indication of the generally good quality of these three dictionaries. However, as we have seen, there are many omissions, and as such there is a much space for improvement.

Additionally, it is important to mention here the significance of including vocabulary of informal register. Unlike the view that the dictionaries should mainly include words and expressions of the written language, because dictionaries are primarily used in writing contexts, we believe that the inclusion of the informal vocabulary is equally important for the adequate representation of a language lexicon and the coverage of the users' needs. In the case of phraseology, fixed expressions are often present in oral speech and in an informal register. If the dictionaries would exclude any informal language, then many important and frequently used expressions (*hi, okay*) would be absent. Therefore, the dictionary users would benefit from the presence of both informal and formal vocabulary.

However, it is rather difficult to define the degree of informality, as the limits between the oral and written language are not very clear. Many expressions can be used both in written and oral speech, while on the other hand we can find informal register in written texts and formal language in oral speeches. TED talks are an example of this case. Even though they are oral speeches, the texts in most of the cases have already been prepared in writing. These kinds of texts share characteristics from both oral and written language and they include both formal and informal registers. All these elements are equally important to be included in a bilingual dictionary. Indeed, as we have mentioned in previous chapters, the language of TED talks contains a vocabulary, that is appropriate for bilingual lexicography. These texts are addressed to a wide audience and they have already been translated. Therefore, we assume that they contain words and phraseology that the average user would look up in a bilingual dictionary.

In order to provide dictionaries of better quality regarding the usage labelling, we propose the following practices. Firstly, we consider the inclusion of usage labels in both languages important. In this way the information will be given both to the English and the Greek speaker, which is very important especially in cases of difference in register between the equivalent expressions in the two languages. Additionally, in order to contribute to their efficient use of space, the dictionaries could include more marks, such as exclamation mark, or other indications instead of labels. They might use pictures of cartoons, even emoji, which are increasingly popular in the electronic (mainly mobile) communication and the younger generations are more and more familiar with them. This could also provide a nice tool to denote the scale of each usage category, for example the degree of offensiveness, or formality. On the other hand, where the space permits it, the dictionary can provide lexicographical notes in order to explain the special characteristics of the usage in a specific phraseology when necessary. Additionally, as we have seen in other aspects of dictionary information, the lexicographer can demonstrate the usage of a phraseology by the use of real language extracts, such as the illustrative examples. This practice

will not only reveal the representative usage of a phraseological unit, but will also help to the space economy of a printed dictionary.

Finally, it is very important that the lexicographers should pay attention to the translation provided. They should try to provide the closest equivalent regarding the style and register. In the cases where this is not possible, and we have a difference in the usage between the original and the translation they should make sure to include this information in the dictionary using one of the above mentioned proposals, like usage examples, labels in both languages or lexicographical notes.

7.6 Chapter Summary

Each language presents specific usage characteristics, which denote the various contextual, geographical, social, etc. variations. The dictionaries, and especially the bilingual ones, use labels to mark these characteristics. This information is considered very useful for non-native dictionary users, who need to understand the meaning of a word or phraseology and use it properly and in the correct context, avoiding any misunderstanding in their communication. On the other hand, this information is equally important for native speakers as well. As Hartmann and James point out (1998: 150) “native speakers have an “intuitive” grasp of these sociolinguistic facts. But they do not always agree. Non-native learners are deemed to need explicit guidance, even warnings, about marginal, e.g. taboo, usages”.

In this chapter we studied the usage labelling in several bilingual dictionaries. We discussed the various theoretical views on the subject, we examined the general practice of the three dictionaries and we studied a sample of expressions in order to determine their overall quality regarding the usage labelling. Even though in many cases, the dictionaries provided adequate information regarding the style, register etc., we detected many problematic cases. For this reason, we proposed various solutions for improvement, such as the extensive usage of corpora, the consistent usage of labelling, ideally, in both languages, the usage of illustrative examples and the insistence on providing equivalent translations.

8 TRANSLATION EQUIVALENTS

8.1 Chapter Introduction

The main purpose of a bilingual dictionary is to provide equivalents between two languages. Therefore, the most important element of a bilingual dictionary is the translation equivalent proposed. This will bridge the gap between the two languages and cultures and it will be utilized both for decoding and encoding purposes. It goes without saying that the translation of phraseological units is equally important. An extended theoretical study on translation issues has been done and various techniques have been proposed, which can help translators – and in our case lexicographers – to provide the most appropriate equivalent. In this chapter of our thesis we examine the quality of the translation of phraseology in the main English-Greek dictionaries. After reviewing some theoretical issues, we present the translation of our corpus findings, we explore the dictionary practices, focusing on the main translation problems and we discuss the role of the parallel corpus as a lexicographic tool for the improvement of the translation in bilingual dictionaries in general, and especially that in the phraseological units

8.2 Theoretical background

The main purpose of a bilingual dictionary is to provide a correspondence between two languages (Haas 1962). Translation has an essential role in bilingual lexicography, as the dictionary makers should always propose the equivalent of the original in the target language. Given the linguistic and cultural differences among the various languages, this task is considered to be one of the most challenging during the process of compiling a bilingual dictionary. Zgusta, in his studies on lexicography (1971, 1984, and 1987), examines various issues of bilingual dictionaries and focuses his interest on equivalence. He points out that, since the basic purpose of the bilingual dictionaries is to coordinate between the lexical units of two languages, the main difficulty is “the anisomorphism of languages, i.e. by the differences in the organization of designates in the individual languages and by other differences between the languages” (1971:294). Arleta Adamska-Salaciak (2006, 2010) also discusses the problems of bilingual lexicography focusing on the lack of interlingual equivalence (anisomorphism) and insisting on the users’ needs, especially in the case of foreign language learners.

The issue of equivalence is undoubtedly one of the main problems of translation and lexicography both in terms of practice and in theory. Many scholars have proposed techniques on how translators and lexicographers should deal with it. In previous chapters we have presented the various translation techniques proposed (Baker, Vinay and Dalbernet, Svensen etc.). In his concluding remarks (Zgusta 1984: 154), Zgusta admits that it is almost impossible for a dictionary to contain every piece of information for every entry, thus – as he notes - the important thing is “that the entry-word should give the user, either by the concatenation of the equivalents or by other means, a notional understanding of the entry-word so that he will be able, in so far as he knows the target language, to choose from the equivalents and translated collocations offered and if necessary to go beyond that.”

8.2.1 Dictionary equivalents

Zgusta believes that the “dictionary should offer not explanatory paraphrases or definitions, but real lexical units of the target language which, when inserted into the context, produce a smooth translation” (1984:147). This means that the equivalent should have the same lexical meaning (and polysemy) as the respective lexical unit of the source language (hereafter, SL) and at the same time the same stylistic value.

Zgusta identifies two different properties of equivalence: translationality (or insertability) and explanatory paraphrase. Consequently, he contrasts explanatory (descriptive) equivalents with translational (insertable) equivalents (Zgusta 1971: 319). The explanatory (or descriptive) equivalent is chosen in order to give more information about the lexical unit of the target language. It has the advantage of being very general, and thus the user would be able to understand the many different sentences of source language and would feel free to adapt his translations to the target language. The translational (insertable) equivalent is chosen by the lexicographer because of “its ability to be used in a fluent, good translation of whole sentences, to be inserted into contexts of the target language” (Zgusta 1971: 319). The main advantage of a translational equivalent is the fact that it gives a smooth translation. However, lexicographers should make sure not to provide many different expressions of the target language as if they were synonymous without a discrimination of their meaning, because such an equivalent “has no explanatory power by itself, its value is limited to the context(s) or collocation(s) to which it applies.” (Zgusta 2006 [1987]: 252). There are no clear lines between the two types of equivalent and for Zgusta an ideal equivalent should be both insertable and explanatory. Zgusta further discusses functional equivalence (as opposed to semantic equivalence). This type of equivalence has to do with the effort of the lexicographer to use means quite different from those used in the original in order to obtain the same results and bridge the gap between the various differences (aesthetic, etc.) between the two languages.

Adamska-Salaciak (2006, 2010) analyses the lexicographic representation of meaning and she focuses on the relationship between the source language item and proposed target language equivalent, by discussing the degrees of equivalence. In her article “Examining Equivalence” (2010) Adamska-Salaciak identifies four types of dictionary equivalents:

- (C) cognitive (semantic, systemic, prototypical, conceptual, decontextualised, notional), that seems to be the expected type of equivalent in a traditional dictionary. As Adamska-Salaciak notes, such equivalent covers the prototypical sense(s) of the headword, but not necessarily its less central or more specialized senses.
- (E) explanatory (descriptive) which could be interpreted as equating explanatory with cognitive equivalence.
- (T) translational (insertable, textual, contextual), which will produce an adequate translation.
- (F) functional (situational, communicative, discourse, dynamic). It is the most marginal kind of equivalence considering the traditional view of lexicography, but its importance is, arguably, growing.

Figure 8-1 Four types of dictionary equivalents, by Adamska-Salaciak (2006, 2010)

8.2.2 Translation of phraseology

Adamska-Salaciak (2006:162-167) examines the issue of fixed combinations in bilingual dictionaries. According to her, since they cannot be produced by applying the general rules of a given language, they must be explicitly listed in dictionaries for non-native speakers. Their meaning is usually non-compositional and thus often not related to the meaning of the lemma. Regarding their lexicographic treatment, Adamska notes that (in contrast to free combinations) “fixed expressions are themselves like lemmas, requiring translation equivalents (sometimes multiple ones) and frequently benefiting from exemplification” (2006:164).

Due to the special characteristics of phraseological units, their translation is often a very complicated issue both for translators and lexicographers. There are various challenges in idiom translation and they have to do with the lack of equivalence between two languages. This lack of equivalence can refer to many levels.

Cultural equivalence: most of phraseology is culturally specific and this means that it is not possible to find the absolute analogy in the specific cultural items in two languages. According to Mona Baker, “Idioms and fixed expressions which contain culture-specific items are not necessarily untranslatable. It is not the specific items an expression contains but rather the meaning it conveys and its association with culture-specific context which can make it untranslatable or difficult to translate.” (1992:68).

Semantic equivalence: as we have seen, a big proportion of phraseology is metaphor-based. The system of conceptual metaphors can be different from one language to another, and as a result, it is not always possible to find the perfect analogy in order to provide a good equivalent in the target language. On the other hand, it is very possible that phraseology might differ on the level of polysemy between the two languages. The original might have more meanings than the equivalent and vice versa.

Context equivalence: Even if there exists an equivalent in the target language, it may often be used in different contexts and situations. In these cases, we might have a phraseological expression with the same meaning as in source language, but the connotations might be different.

Usage equivalence: another important difference between two languages is the context of usage where a phraseological expression is being used. In many cases, the register of the original is different from the one of the target language and this creates a mismatch between the two phraseological units. On the other hand, the expression of the two languages might differ in terms of frequency. It is possible that one expression is very frequent in the target language, while its translation is very rare in the target language. Other usage differences might include the currency of language usage, the subject field area where the phraseology is used, the geographical distribution, style level, status or cultural level, etc.

Syntactic/grammatical equivalence: another difference between the original and its translation can be their grammatical and syntactic behavior. They might, for example, belong to different parts-of-the-speech, or they might display different syntactic characteristics.

Therefore, the translation of phraseology has the aim to overcome these inequalities and result in an equivalent that demonstrates the maximum correspondence at all levels between the two

languages and can transfer both the meaning and the idiomaticity, the color and the usage of the original. Of course, as we have discussed above, the basic differences between the two languages and cultures can oblige the translator or the lexicographer to propose a non-idiomatic translation. In these cases, they provide an explanatory equivalent, which might transfer the meaning, but there is a compromise in the other characteristics, such as metaphorical resonance, cultural analogy, register, etc.

8.2.3 The role of the corpus

An important advantage of a parallel corpus is that it always offers a translation equivalent in the target language. A parallel corpus consists of texts that have already been translated; therefore, we can find there the solutions that the translators have proposed to real translation problems. For this reason, we consider that the equivalents proposed by the translators could be good candidates to be included in a bilingual dictionary. Finally, a parallel corpus is a rich source of phrases, which can be used as examples of use.

Of course, we should keep in mind that the translations provided in the corpus are highly context-dependent and this means that they might be a solution which can work only in the specific context; therefore, they might not be appropriate candidates as dictionary equivalents. A parallel corpus usually gives us only a single version of a translation, and the quality of the translator determines the quality of the translation. One solution to this would be to include various versions of translations of the same texts, which is impractical. Salkie (2008) suggests the following: (a) know which language is the source language; (b) be sure that the translator was a skilled professional; (c) guarantee that the translation was checked; and (d) know that the translation was published by an organization which takes quality seriously. Additionally, we should make sure to use a balanced corpus of contemporary language. Parallel corpora diminish the role of human intuition; however, this does not mean that lexicographers should exclusively rely on them. As Sinclair (1985) points out, personal introspection is a factor that will inevitably play a big part in the decisions made by lexicographers – in evaluating evidence rather than creating it.

8.3 Presentation of translation in the corpus

At this point of our study we present the translation techniques used in our parallel corpus. In order to identify the translation techniques used each time by the translator, we based ourselves on the translation strategies proposed by various theorists (Baker, Vinay and Dalbarnet, Svensen etc.) and we categorized the techniques used as following:

Equivalence: (same meaning – same form) even though it is difficult to have perfect equivalence, we marked as “equivalence” the cases where the translator uses an idiom of the target language with the same meaning as the one of the original phrase;

Paraphrase: (same meaning – different form) when the translator transfers the meaning, but uses a lexeme in the TL which is not idiomatic;

Literal Translation: (different meaning-same form) when the translator uses parallel lexemes in the TL, but the meaning is not the same and the final result lacks functionality;

Omission: when the translator totally omits the phraseological unit;

Compensation: in cases where something in the source language is not translatable and the translator does not provide an equivalent translation (as described above) in the first place, but compensates later by introducing a new element in order to give the same impact as the original text; and,

Mistranslation: when the translator provides a wrong translation.

The table below shows the translation strategy of the 1501 phraseological units studied. We should note that this number refers to the total entries of phraseology collected from the corpus, which includes also the multiple entries of some expressions that were found more than once.

TRANSLATION TECHNIQUE	TRANSLATIONS	PERCENTAGE
equivalence	1032	68.75%
paraphrase	370	24.65%
literal translation	39	2.6%
omission	57	3.8%
mistranslation	3	0.2%
total	1501	100%

Table 8-1 Translation strategies in the corpus

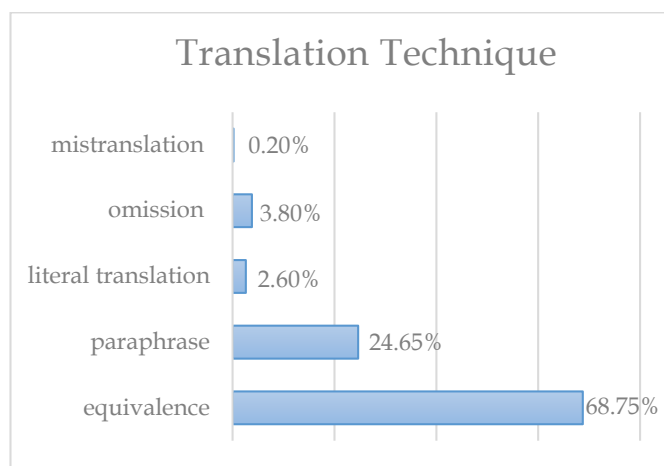


Figure 8-2 Percentages of translation strategies in the corpus

As we can see, the most frequent translation technique is the equivalence (68.75%). For example, the expression *I have a thing for* has been translated as *έχω μια μανία με* in Greek, which has the same main characteristics as the original: meaning, idiomaticity, register, etc. This percentage is a very important indication of the good quality of the translation in the specific corpus. As we have already mentioned, we had assumed the good quality of the translation of TED talks, given the fact that they provide both the names of the translator and the reviewer, which indicates a level of professionalism. These numbers can verify the initial assumption. Furthermore, based on these results we can consider that the most part of the translations found in a corpus like TED can be good candidates to be included as equivalents in a bilingual dictionary.

On the other hand, we can see that 24.65% of the phraseology has been translated by paraphrase. This means that the translation has provided the meaning of the phraseology but did not manage to maintain the idiomaticity of the original. For example, the phraseology *to be in the same boat* has been translated as *βρισκομαι στην ίδια κατάσταση* in Greek, which literally means to be in the same situation. This is an explanatory translation, but it does not provide complete equivalence. In an ideal world, all the translations would be absolute equivalents. However, given the plethora of differences among the various languages and cultures, this is not possible. The paraphrase is a compromise, which allows the translation to transfer the meaning of the original, by sacrificing the elements of idiomaticity (form, register, metaphor etc.).

From the corpus findings, we observe that 3.8% of the total entries were not translated at all, and the phraseology was omitted in the Greek text. For example, we didn't find any translation for the following cases:

TED Parallel EN-GR Corpus:

*The first thing is that the big myth, number one, is that **in fact** it's not really a crime.*

Πρώτον, ο μεγάλος μύθος, νούμερο ένα, είναι ότι δεν πρόκειται πραγματικά για έγκλημα.

*It became so outrageous, the whole situation, that **in fact** a commission of inquiry was appointed*

Κατέστη τόσο εξωφρενική η όλη κατάσταση, που ανέλαβε μια εξεταστική επιτροπή,

*If you sit kids down, hour after hour, doing low-grade clerical work, don't be surprised if they start to fidget, **you know?***

Αν βάλετε τα παιδιά να κάθονται με τις ώρες, και να κάνουν χαμηλής ποιότητας γραφειοκρατική εργασία, μην εκπλαγείτε αν αρχίσουν να νευριάζουν.

***I mean**, yes, it's all of those, but corruption, it's made possible by the actions of global facilitators.*

Ναι, είναι όλα αυτά, αλλά η διαφθορά καθίσταται δυνατή από τις πράξεις αυτών, που παγκοσμίως τη διευκολύνουν.

We can notice that most of these cases, the phraseology has an emphasizing function. It does not actually have a vital role for the transfer of the meaning. Therefore, we can conclude that these kind of omissions do not really affect the general quality of a translation. This is a practical translation technique, which can be used when we translate a text and our aim is to transfer the meaning of the original and provide a text with a natural flow in the target language. However, in some cases, the omitted phraseology is considered important for the meaning and the coherence of the text, like the following:

TED Parallel EN-GR Corpus:

*It was **a close call**. Things almost didn't work out.*

Σχεδόν δεν τα καταφέραμε.

Here the translator does not translate at all the first sentence. Thus he/she does not transfer the meaning of the “narrow escape” of the original.

There are cases where the translator omits a phraseology, either by mistake, or due to the incompetence of finding an equivalent (i.e. in case of a phraseology which has no equivalent in the target-language). Of course, as we mentioned before, this is a practical solution when we have to translate a text. Even if an important message is missing - and this indicates a generally inadequate translation - the flow of the text can continue. However, the main problem for lexicography is that the data of a corpus like this cannot be used by the lexicographer, who should always provide an equivalent in the bilingual dictionary. Therefore, a parallel corpus, where the translators omit or neglect to translate words or phrases, can be a poor tool for lexicography. Nevertheless, we should state the fact that in our corpus the percentage of omission is rather low, which allow us to conclude that the general quality of the corpus is not affected by these cases.

Similarly, the percentage of the literal translations in the TED corpus is rather low. Most specifically, 2.6% of the entries were translated word-by-word, which again confirms the high quality of the translations. For example, *Delhi belly* (travelers ‘diarrhea) literally translated as *κουλιά του Δελχί*, which means absolutely nothing in Greek. As there is no equivalent expression in Greek, the translator could provide an explanatory translation, such as *διάρροια* (diarrhea). The main problem with this technique is that the idiomaticity of the phraseology is not transferred to the target language and the equivalent proposed does not correspond to the original, the meaning and function are not transferred, and therefore, it cannot be used as an equivalent in a bilingual dictionary.

Finally, a very small amount of entries (0.2%) were mistranslated. For example, the expression *think small* (‘not be too ambitious’) is translated in Greek as *να σκέφτεστε φιλόδοξα* (to be ambitious). In these cases, we have a translation error, as the translators did not understand the meaning of the original and therefore, translated incorrectly. Of course, we have to deal with human mistakes, which we might expect even from the most experienced translator, and up to a point, we cannot avoid them. It is again a very small percentage in comparison with the more successful translations provided by our corpus, therefore, we believe that this does not affect the overall good quality of the translation equivalents provided.

8.3.1 By type of phraseological Unit

Below, we demonstrate the translation techniques used by type of phraseology:

TRANSLATION TECHNIQUE	ANOMALOUS COLLOCATIONS		FORMULAE		METAPHORS		PRASAL VERBS		TOTAL	
equivalence	460	81.85%	274	79.88%	225	63.74%	73	30.4%	1032	68.75%
paraphrase	73	12.99%	32	9.33%	100	28.33%	165	67.9%	370	24.65%
literal translation	5	0.89%	12	3.50%	21	5.95%	1	0.41%	39	2.6%
omission	24	4.27%	24	7%	6	1.70%	3	1.24%	57	3.8%
mistranslation	0	0%	1	0.29%	1	0.28%	1	0.41%	3	0.2%
total	562	100%	343	100%	353	100%	243	100%	1501	100%

Table 8-2 Translation strategies in the corpus by type of phraseology

If we compare the total results, which express all phraseological categories, as an average indication, with each phraseological type, we notice that for the most of them, the percentages of translation strategy are generally similar. However, we can detect an important differentiation regarding the percentages of equivalence and paraphrase in the category of phrasal verbs. Even though most of the phraseological types were translated by equivalence, for the phrasal verbs, most of the entries were paraphrased. Indeed, almost half (165 out of 370) of the cases of paraphrases belong to this category. If we exclude phrasal verbs from our study, the percentage of equivalence can reach the 76.32% (as opposed to the 68.75% which refers to the total of phraseology including phrasal verbs). We can consider this result reasonable, as the concept of phrasal verb does not exist in Greek language, therefore, it is very rare to have an equivalence between the two languages. For example, the phrasal verb *go ahead*, is translated in Greek by the verb *συνεχίζω*, which is an explanatory equivalent, without any idiomaticity.

Below, we analyze the results for each phraseological category, and we compare them with the percentages of the total of phraseology, which consist of an average indication for all the phraseological types.

Anomalous Collocations:

TRANSLATION TECHNIQUE	TRANSLATIONS	PERCENTAGE	TOTAL PERCENTAGE
equivalence	460	81.85%	68.75%
paraphrase	73	12.99%	24.65%
literal translation	5	0.89%	2.6%
omission	24	4.27%	3.8%
mistranslation	0	0%	0.2%
total	562	100%	100%

Table 8-3 Anomalous collocations: translation strategies in the corpus

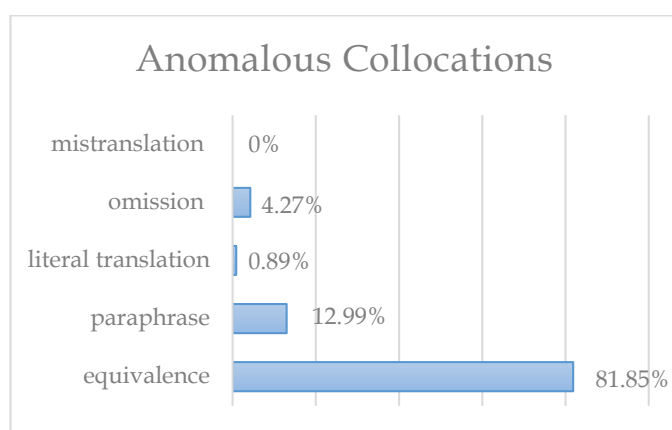


Figure 8-3 Anomalous collocations: percentage of translation strategies in the corpus

As we can see 81.85% of anomalous collocations (which is 460 out of 562 entries) were translated by an equivalent expression. This is actually the highest percentage of equivalence among the various types of phraseology, and it indicates the good quality of the translation in this particular

category. On the other hand, 73 out of 562 anomalous collocations, which represent the 12.99% were translated by paraphrase. This percentage is lower than the average (24.65%). Additionally, we find a few literal translations. Only 0.89% (5 out of 562), which is lower than the average percentage (2.6%). However, we notice that in this type of phraseology, we have a higher percentage of omissions: 24 out of 562, which represents the 4.27%, as opposed to the 3.8% of the total. Finally, we cannot find any case of incorrect translation (0%), as opposed to the other categories, as we will see below.

Formulae:

TRANSLATION TECHNIQUE	TRANSLATIONS	PERCENTAGE	TOTAL PERCENTAGE
equivalence	274	79.88%	68.75%
paraphrase	32	9.33%	24.65%
literal translation	12	3.50%	2.6%
omission	24	7%	3.8%
mistranslation	1	0.29	0.2%
total	343	100%	100%

Table 8-4 Formulae: translation strategies in the corpus

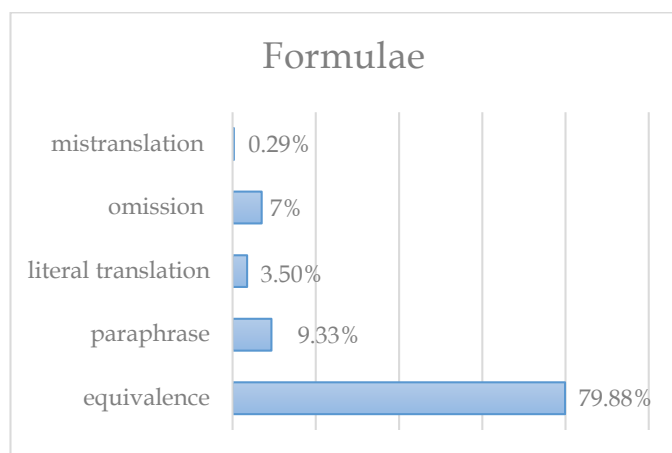


Figure 8-4 Formulae: percentages of translation strategies in the corpus

In the category of formulae, we also have a high percentage of equivalence: 274 out of 343 formulae (79.88%) are translated by an equivalent phrase. This percentage is higher than the average (68.75%) and it is a very positive indicator for the quality of the corpus translation in this phraseological type. At the same time, we notice that the percentage of paraphrase is much lower than the average. Most specifically, 9.33% - as opposed to 24.65%- which is only 32 out of 343 formulae that were translated by paraphrase. On the other hand, we notice that the percentages of the other translation types are higher than the average: 3.5% of the formulae (12 out of 343) were translated literally, when the total percentage of this translation type is 2.6%. The percentage of the omissions in formulae is almost double than the average: we had 21 out of 343 omitted phraseologies in the Greek texts, which represents the 7%, while the average

omissions reach the 3.8%. Finally, we had 1 case of mistranslation, which is the 0.29% (when the average is 0.2%).

Metaphors:

TRANSLATION TECHNIQUE	TRANSLATIONS	PERCENTAGE	TOTAL PERCENTAGE
equivalence	225	63.74%	68.75%
paraphrase	100	28.33%	24.65%
literal translation	21	5.95%	2.6%
omission	6	1.70%	3.8%
mistranslation	1	0.28%	0.2%
total	353	100%	100%

Table 8-5 Metaphors: Translation strategies in the corpus

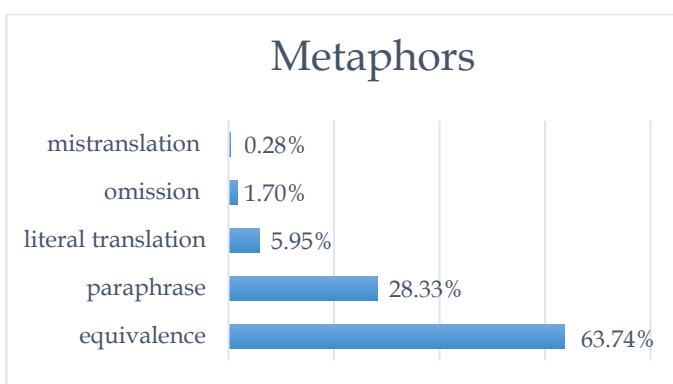


Figure 8-5 Metaphors: percentages of translation strategies in the corpus

We can observe that the percentages of translation techniques in metaphors are closer than the percentages of the total of phraseology. Most specifically, the equivalence is 63.74% (225 out of 353), a little lower than the average of 68.75%, while the paraphrase is 28.33% (100 out of 353), just a bit higher than the average of 24.65%. The literal translations are almost the double of the average: 5.95% (21 out of 353) as opposed to 2.6%. The omissions are very few: 1.7% (6 out of 353) as opposed to 3.8% of the average and finally, we also have only one case of incorrect translation (0.28%, while the average is 0.2%). We consider that the translation of metaphors can be the most challenging among the various categories. We do not always have the same metaphorical analogies between two languages, thus the explanation of the original with a non-metaphorical equivalent can be the best solution in some cases. For example, as there is no similar expression in Greek for the phraseology *out-of-the-box thinking*, the translator prefers an explanatory equivalent, *μη κοινότυπες σκέψεις*, which literally means non-ordinary thinking. This explains the higher percentage of paraphrase, as opposed to the lower (than the average) results of equivalence in the corpus translation of metaphors. Nevertheless, given the specific difficulties of this category, we believe that the percentage of 63.75% represents a very good result and indicates the generally good quality of the translation.

Phrasal verbs:

TRANSLATION TECHNIQUE	TRANSLATIONS	PERCENTAGE	TOTAL PERCENTAGE
equivalence	73	30.4%	68.75%
paraphrase	165	67.9%	24.65%
literal translation	1	0.41%	2.6%
omission	3	1.24%	3.8%
mistranslation	1	0.41%	0.2%
total	243	100%	100%

Table 8-6 Phrasal verbs: Translation strategies in the corpus

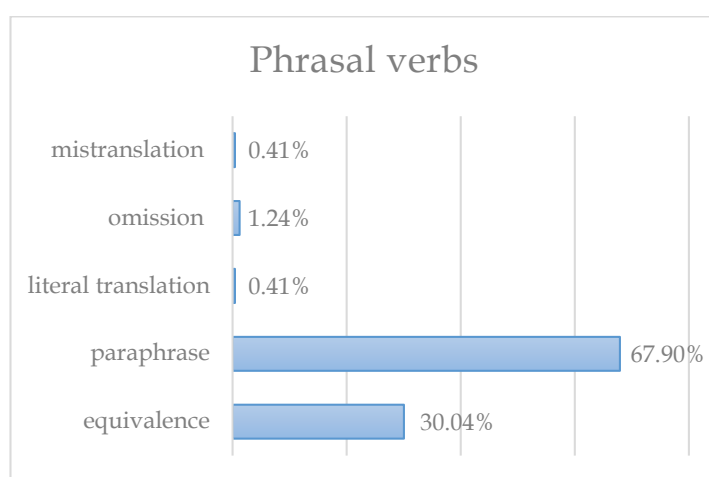


Figure 8-6 Phrasal verbs: percentages of translation strategies in the corpus

As we have mentioned above, phrasal verbs present a difference compared with the other phraseological units. The 67.9% (165 out of 243) of phrasal verbs are translated by paraphrase, as opposed to 24.65% of the total of phraseology. Correspondingly, the percentage of equivalence is much lower than the average. Most specifically, only 73 out of 243 phrasal verbs, which is 30.4% are translated by equivalence. On the other hand, the cases of literal translation and omission are lower than the average. Most specifically, we have 1 case of literal translation (0.41%, as opposed to 2.6% of the average) and 3 omissions (1.24%, as opposed to 3.8% of the average). Finally, we have 1 incorrect translation (0.41%, as opposed to 0.2% of the average).

8.4 Examining the dictionaries

At this stage of the research, we examined a sample of phraseology in the dictionaries in order to determine the quality of the translation equivalents they propose. We compared the results with the translation provided by the corpus. As we have demonstrated, the results of the corpus analysis show that the translations proposed have a very good quality, as the 68.75% of the entries have been translated by an equivalent phraseology, while the cases of paraphrase were much lower (24.65%) and the problematic translations were significantly limited (2.6% literal

translations, 3.8% omissions and 0.2% mistranslations). This is an indication of a good reference point for our comparison.

If we compare the equivalents proposed by the dictionaries with the corpus, we observe that in many cases the translation is different. Below, we demonstrate some of the categories where the corpus has provided additional or better translations than the dictionaries, and therefore is proven to be a helpful tool for the lexicographer:

8.4.1 Additional Equivalent

In some cases, even though the equivalent of the dictionary is not bad or wrong, the translation might offer additional equivalents, which could be good candidates to be included in the dictionary:

✓ what if

TRANSLATION	
Corpus	πως θα ήταν αν, φανταστείτε εάν, φανταστείτε να, αν, τι θα γινόταν αν, τι θα συμβεί αν, τι θα γίνει εάν
Oxford	κι αν/ τι κι αν
Collins	not included
WordReference	αν

Table 8-7 Translation equivalents of “what if” in the three dictionaries

In the case of *what if*, the translations of Oxford and WordReference dictionaries are not incorrect, while Collins does not include the expression. However, the corpus can offer additional equivalents, which can be used by the lexicographers: *πως θα ήταν αν, φανταστείτε εάν, φανταστείτε να, αν, τι θα γινόταν αν, τι θα συμβεί αν, τι θα γίνει εάν*.

TED Parallel EN-GR Corpus:

So I brush my teeth twice a day and **what if** we had a toothbrush that tastes like candy and when the taste of candy ran out you'd know it's time to change your toothbrush?

Βουρτσίζω τα δόντια μου δύο φορές τη μέρα **τι θα γινόταν αν** είχαμε μια οδοντόβουρτσα με γεύση καραμέλας και όταν η γεύση χανόταν θα ξέραμε ότι είναι καιρός να αλλάξουμε οδοντόβουρτσα;

Now **what if** we could achieve that historic two-percent growth for the next 70 years?

Τώρα **τι θα συμβεί αν** μπορούσαμε να επιτύχουμε αυτή την ιστορική δύο τοις εκατό αύξηση για τα επόμενα 70 χρόνια;

My brain started thinking. Well, **what if** -- because I'm suspicious like that. I read a lot of spy novels and stuff.

Άρχισα να σκέφτομαι. **Φανταστείτε εάν** -- επειδή είμαι καχύποπτος. Διαβάζω πολλά κατασκοπικά βιβλία.

What if -- (Laughter) But to make it in these wrongs, you have to read a lot of spy novels and follow some of that stuff, right? (Laughter)

Φανταστείτε να -- (Γέλια) Για να καταλάβετε ότι όλα αυτά συμβαίνουν, πρέπει να έχετε διαβάσει πολλά κατασκοπικά βιβλία έτσι ώστε να παρακολουθείτε τι συμβαίνει, σωστά; (γέλια)

But **what if** this wasn't the first time?

Αν, όμως, δεν ήταν η πρώτη φορά;

Now **what if** you put together women and humor?

Τώρα, τι θα γίνει εάν βάλεις γυναίκες και χιούμορ μαζί;

✓ at the same time

TRANSLATION	
Corpus	την ίδια στιγμή, ταυτόχρονα, την ίδια περίοδο, ταυτοχρόνως
Oxford	συγχρόνως, ταυτοχρόνως
Collins	την ίδια στιγμή, ταυτόχρονα
WordReference	την ίδια στιγμή, την ίδια ώρα, μαζί, ταυτόχρονα

Table 8-8 Translation equivalents of "at the same time" in the three dictionaries

For the phrase *at the same time*, the equivalents proposed by the three dictionaries are very good: *συγχρόνως, ταυτοχρόνως, την ίδια στιγμή, την ίδια ώρα, μαζί, ταυτόχρονα*. But as we have found the expression many times in the corpus, we have also collected additional equivalents, which can be incorporated in the dictionaries: *την ίδια στιγμή, ταυτόχρονα, την ίδια περίοδο*.

TED Parallel EN-GR Corpus:

*I'm Eddie who is here **and at the same time** my alter ego is a big green boxy avatar nicknamed Cyber Frank.*

*Είμαι ο Έντι που βρίσκεται εδώ και **ταυτόχρονα** ο άλλος μου εαυτός είναι ένα μεγάλο πράσινο ομοίωμα που μοιάζει με κουτί και το λένε Σάιμπερ Φράνκ.*

*It's the most bizarre way to actually transport your food in any particular direction and **at the same time** it's got to deal with the heat.*

*Είναι ο πιο περίεργος τρόπος να μεταφέρεις το φαγητό σου σε οποιαδήποτε κατεύθυνση και πρέπει **ταυτοχρόνως** να αντιμετωπίσεις τη ζέση.*

*Distinguished academics **at the same time** argued that democracies had this incredible range of side benefits.*

*Διακεκριμένοι ακαδημαϊκοί **την ίδια περίοδο** υποστήριξαν ότι οι δημοκρατίες είχαν απίστευτο εύρος από δευτερεύοντα οφέλη.*

*I recorded at the scene under the same solar and lunar conditions **at the same time** so on and so forth right I could predict that there would be no reliable color perception*

*τις οποίες κατέγραφα στη σκηνή κάτω από τις ίδιες συνθήκες φωτός ήλιου και σελήνης **την ίδια στιγμή** και ούτω καθεξής θα μπορούσα να προβλέψω ότι δεν θα υπήρχε αξιόπιστη χρωματική αντίληψη*

Cities will account for 90 percent of the population growth 80 percent of the global CO2 75 percent of energy use but **at the same time** it's where people want to be increasingly.

Οι πόλεις θα αιτιολογήσουν το 90 τοις εκατό της πληθυσμιακής αύξησης 80 τοις εκατό του παγκόσμιου CO2 75 τοις εκατό της χρήσης ενέργειας αλλά **την ίδια στιγμή** είναι το μέρος όπου οι άνθρωποι θέλουν να βρίσκονται όλο και περισσότερο

At the same time this sort of constant mind-wandering is also a direct cause of unhappiness.

Ταυτόχρονα αυτή η συνεχής περιπλάνηση του νου είναι επίσης άμεση αιτία της δυστυχίας.

✓ **pay attention**

TRANSLATION	
Corpus	δίνω ιδιαίτερη σημασία σε, προσέχω, εστιάζετε την προσοχή σας, δίνω προσοχή, προσέχω, (not to pay attention) η προσοχή τους ήταν μειωμένη, να κάνουμε κάποιον να προσέξει, δίνω σημασία
Oxford	δίνω προσοχή, προσέχω
Collins	δίνω προσοχή σε
WordReference	(σε κτ) δίνω προσοχή, δίνω βάση, προσέχω, ακούω

Table 8-9 Translation equivalents of "pay attention" in the three dictionaries

In this case again the translations proposed by the dictionaries are not bad (δίνω προσοχή σε, προσέχω, δίνω βάση, ακούω). However, the corpus can offer additional equivalents, which can be included in the dictionaries in order to offer the users more translation options: δίνω ιδιαίτερη σημασία σε, προσέχω, εστιάζετε την προσοχή σας, δίνω προσοχή, προσέχω, ('not to pay attention') η προσοχή τους ήταν μειωμένη, να κάνουμε κάποιον να προσέξει, δίνω σημασία:

TED Parallel EN-GR Corpus:

I like to **pay attention** to these because that's how we originally funded the company, and it's gone pretty well.

Δίνω ιδιαίτερη σημασία σε αυτά επειδή με αυτό τον τρόπο χρηματοδοτήσαμε αρχικά την εταιρεία και πήγε αρκετά καλά.

Make sure **you pay attention** to them.

Φροντίστε να τους προσέχετε

What cue do you **pay attention to**?

Σε ποια ένδειξη **εστιάζετε την προσοχή σας;**

I have **to pay attention** to how people are actually going to use a device.

Πρέπει **να δώσω προσοχή στο** πώς οι άνθρωποι θα χρησιμοποιήσουν μια συσκευή.

Obviously they **weren't paying attention**.

Προφανώς η **προσοχή τους ήταν μειωμένη.**

I'll explain it all later just **pay attention** to the number at the bottom:

Θα το εξηγήσω αργότερα αλλά **προσέξτε** τον αριθμό στο κάτω μέρος:

In the army when we want you **to pay attention** we have a command.

Στο στρατό όταν θέλουμε **να κάνουμε κάποιον να προσέξει** έχουμε μια εντολή.

Pay attention to not only how fun this thing is but also how the portability that comes with this can totally change the way you interact with a city like San Francisco.

Δώστε προσοχή όχι μόνο στο πόσο διασκεδαστικό είναι αλλά επίσης πώς η φορητότητά του μπορεί να αλλάξει εντελώς τον τρόπο που αλληλεπιδράτε με μια πόλη όπως το Σαν Φρανσίσκο.

So I think that's an important thing to do and then also to really **pay attention** to negative feedback and solicit it particularly from friends.

Πιστεύω ότι είναι ιδιαίτερα σημαντική ικανότητα και επίσης πρέπει να **δίνεις σημασία** στις αρνητικές κριτικές να την επιδιώξεις ιδιαίτερα από φίλους.

✓ call back

TRANSLATION	
Corpus	να σας καλέσουν, ξανακαλώ
Oxford	not included
Collins	τηλεφωνώ
WordReference	παίρω τηλεφώνω

Table 8-10 Translation equivalents of "call back" in the three dictionaries

Regarding the phrase *call back*, Oxford does not include it, Collins includes the translation *τηλεφωνώ* (call) and WordReference the equivalent *παίρω τηλεφώνω* (literally take a call). In this case, the corpus provides additional translations: *να σας καλέσουν* (to call), *ξανακαλώ* (call again). We believe that especially the latest one (*ξανακαλώ*) is more successful as an equivalent, because it includes the sense of calling someone again that has previously called you (as in *call back*). In any case, they can both be used in the English-Greek dictionaries.

TED Parallel EN-GR Corpus:

I'd like to call them all up here and they're going to **call back** to you.

Θα ήθελα να τους καλέσω εδώ πάνω και εκείνοι **να καλέσουν εσάς**.

Abed said that I should **call back** in a few weeks and when I did and a recording told me that his number was disconnected I let Abed and the crash go.

Ο Άμπεντ είπε να τον **ξανακαλέσω** μερικές βδομάδες αργότερα και όταν το έκανα και ένα ηχογραφημένο μήνυμα με ενημέρωσε πως ο αριθμός εκείνος δεν ίσχυε πια σταμάτησα να σκέφτομαι τον Άμπεντ και το δυστύχημα.

✓ **even though**

TRANSLATION	
Corpus	παρόλο που, αν και, και ενώ, μπορεί να, ακόμη και αν, ενώ
Oxford	ακόμη και αν
Collins	αν και, παρόλο που
WordReference	παρόλο, αν και

Table 8-11 Translation equivalents of “even though” in the three dictionaries

In the case of *even though*, all three dictionaries offer satisfactory equivalents: *ακόμη και αν* (Oxford), *αν και, παρόλο που* (Collins), *παρόλο, αν και* (WordReference). Nevertheless, as we have found the phrase numerous times in our parallel corpus, we have encountered more equivalents, which can be added in the dictionaries: *παρόλο που, αν και, και ενώ, μπορεί να, ακόμη και αν, ενώ*:

TED Parallel EN-GR Corpus:

even though you yourself were endangering your life helping people get into taxis who were injured to try to take them to hospitals.

ακόμη κι αν κινδύνευε η ίδια τους η ζωή να βοηθούν τραυματισμένους ανθρώπους να μπουν σε ταξί προσπαθώντας να τους πάνε στο νοσοκομείο.

They buy one cigarette each day even though it's more expensive.

Αγοράζουν ένα την ημέρα παρόλο που είναι πιο ακριβό.

And the beauty of it is that even though it need only take about 10 minutes a day it impacts our entire life.

Και το ωραίο είναι πως παρόλο που παίρνει μονάχα 10 λεπτά την ημέρα επηρεάζει όλη μας την ζωή.

So our politicians are limited to local politics while our citizens even though they see a great potential are prey to forces beyond their control.

Γι' αυτό οι πολιτικοί μας περιορίζονται σε πολιτική τοπικού χαρακτήρα ενώ οι πολίτες ακόμη κι αν βλέπουν μεγάλες δυνατότητες είναι θύματα δυνάμεων πέραν του ελέγχου τους.

But it really opened my eyes to how much of my life I spent just secluding away be it email or social posts or whatnot even though it wasn't really -- there's nothing really that important or that pressing.

Αλλά πραγματικά μου άνοιξε τα μάτια στο πόσο χρόνο της ζωής μου ξοδεύω απομονωμένος είτε πρόκειται για e-mail ή μηνύματα στα κοινωνικά δίκτυα ή οτιδήποτε παρόλο που δεν ήταν πραγματικά -- δεν υπάρχει τίποτα τόσο σημαντικό ή τόσο πιεστικό.

So even though teachers were against it because we employ one-year contracts -- you can't teach or you don't want to teach you don't get to be at my school with my kids.

Οπότε αν και κάποιοι δάσκαλοι εναντιώθηκαν επειδή προσφέραμε συμβόλαια ενός έτους -- αν δεν μπορείς ή δεν θέλεις να διδάξεις δεν θα είσαι στο σχολείο μου με τα παιδιά μου.

you'll expect absurdities like Pakistan spending 47 times more on its military than it does on water and sanitation **even though** 150000 children die of diarrhea in Pakistan every year.

ακόμης παράλογα πράγματα όπως ότι το Πακιστάν ξοδεύει 47 φορές περισσότερα στο στρατιωτικό τομέα απ' ότι ξοδεύει για νερό και αποχέτευση **ενώ** ακόμα πεθαίνουν 150.000 παιδιά από διάρροια στο Πακιστάν κάθε χρόνο.

So when I get despondent about the state of sanitation **even though** these are pretty exciting times

Όταν λοιπόν μελαγχολώ με το θέμα της αποχέτευσης **και ενώ** είναι συναρπαστικοί καιροί αυτοί που ζούμε

Even though I was really fortunate to get out many other North Koreans have not been so lucky.

Εγώ **μπορεί να** είχα την τύχη να φύγω δεν είναι όμως το ίδιο τυχεροί άλλοι Βορειοκορεάτες.

Even though adjusting to life in South Korea was not easy I made a plan.

Αν και δεν ήταν εύκολη η προσαρμογή στη Νότια Κορέα έκανα ένα σχέδιο.

But what lifted my heart and strengthened my soul was that **even though** this was the case although they were not seen as ordinary this could only mean one thing: that they were extraordinary -- autistic and extraordinary.

Αυτό όμως που με ενθάρρυνε και με ενδυνάμωσε ήταν **ότι ακόμη και αν** έτσι ήταν τα πράγματα αν και δεν τους θεωρούσαν φυσιολογικούς αυτό σήμαινε ένα μόνο πράγμα: ότι ήταν εξαιρετικοί -- αυτιστικοί και εξαιρετικοί.

✓ **come up with**

TRANSLATION	
Corpus	έχω, σκέφτομαι, βρίσκω, κατασκευάζω, καταλήγω, σκαρφίζομαι
Oxford	έχω, βρίσκω (λύση, απάντηση, κλπ.), προφταίνω
Collins	(idea, money) βρίσκω
WordReference	(καθομιλουμένη) επινοώ, εφευρίσκω

Table 8-12 Translation equivalents of "come up with" in the three dictionaries

The phrasal verb *come up with* is translated in the dictionaries in various ways: *έχω, βρίσκω* (λύση, απάντηση, κλπ.), *προφταίνω* (Oxford), *(idea, money) βρίσκω* (Collins), *επινοώ, εφευρίσκω* (WordReference). Most of these options can be good equivalents for the users (there is only a problem with the equivalents of WordReference: *επινοώ, εφευρίσκω*, which are normally used in a more formal register. However, the lexicographer added the label *καθομιλουμένη* – everyday language - in order to differentiate the register of the original compared with its translations). Nevertheless, in the corpus we have found more equivalents, which can be incorporated in the dictionaries: *έχω, σκέφτομαι, βρίσκω, κατασκευάζω, καταλήγω, σκαρφίζομαι*.

TED Parallel EN-GR Corpus:

And if you **come up with** a plan to change things people consider you radical.

Και αν **έχεις** κάποιο σχέδιο για να αλλάξεις τα πράγματα, ο κόσμος θα σε θεωρήσει ριζοσπαστικό

But if you search for a stock photo of diarrhea in a leading photo image agency, this is the picture that you **come up with**.

And in order to do that for cars, you have to **come up with** a really energy efficient car, so that means making it incredibly light, and so what you're seeing here is the only all-aluminum body and chassis car made in North America.

There's a long list of innovations that we've **come up with** there that are a little difficult to communicate in this talk but

Well, one of the ways that we can start is to try to **come up with** some general characteristics or properties of emotion-like states such as arousal, and see if we can identify any fly behaviors that might exhibit some of those properties.

So I had to **come up with** something to do with the morning because there's good news in the morning.

But it was so cool because I could write these stories I could **come up with** these ideas and they'd be published in the school paper and people who I didn't know could read them.

they are able to **come up with** the best possible compromise but that they are able to just begin the process towards compromise we all instantly are better off.

And it'll also be a four-month chance for me to finally **come up with** a pithy answer to the question "Why?"

And if we could offer that person an education they would be able to **come up with** the next big idea and make the world a better place for all of us.

Αλλά αν ψάξετε για μια φωτογραφία αρχείου για την διάρροια από κάποιο γνωστό φωτογραφικό πρακτορείο, αυτή την φωτογραφία θα **βρείτε**.

Για να το πετύχεις αυτό για τα αμάξια, πρέπει να **κατασκευάσεις** ένα ενεργειακά αποδοτικό αμάξι, το οποίο σημαίνει πρέπει να είναι απίστευτα ελαφρύ, και αυτό που βλέπετε εδώ είναι το μόνο μέρος του αυτοκινήτου που είναι αλουμίνιο φτιαγμένο στη Βόρεια Αμερική.

Υπάρχει μια μεγάλη λίστα από καινοτομίες που έχουμε **βρει** τις οποίες είναι λίγο δύσκολο να τις εξηγήσω σε αυτή τη συζήτηση αλλά

Ένας από τους τρόπους που μπορούμε να ξεκινήσουμε είναι να προσπαθήσουμε να **σκεφτούμε** κάποια γενικά χαρακτηριστικά ή ιδιότητες συναισθηματικών καταστάσεων όπως την διέγερση και να δούμε αν μπορούμε να εντοπίσουμε κάποιες συμπεριφορές στις μύγες οι οποίες μπορεί να εκδηλώνουν κάποια απ' αυτά τα χαρακτηριστικά.

Έτσι έπρεπε να **σκεφτώ** κάτι το οποίο είχε σχέση με το πρωί επειδή τα καλά νέα έρχονται το πρωί.

Αλλά ήταν φοβερά γιατί μπορούσα να γράφω αυτές τις ιστορίες μπορούσα να **σκεφτώ** αυτές τις ιδέες που θα δημοσιεύονταν στη σχολική εφημερίδα και θα τις διάβαζαν άνθρωποι που δεν τους γνώριζα.

είναι ικανοί να **καταλήξουν** στον καλύτερο δυνατό συμβιβασμό αλλά ότι είναι ικανοί απλώς να ξεκινήσουν τη διαδικασία προς το συμβιβασμό όλοι μας αμέσως είμαστε καλύτερα.

Και θα είναι μία τετράμηνη ευκαιρία για μένα ώστε τελικά να **βρω** μία απάντηση στο ερώτημα της Πυθίας "Γιατί;"

Αν μπορούσαμε να προσφέρουμε εκπαίδευση σε αυτά τα άτομα θα ήταν σε θέση να σκεφτούν την επόμενη μεγάλη ιδέα και να κάνουν τον κόσμο ένα καλύτερο μέρος για όλους μας.

I can do whatever I want I can **come up with** whatever story I want to.

Μπορώ να κάνω οτι θέλω μπορώ να **σκαρφιστώ** όποια ιστορία θέλω.

✓ **at once**

TRANSLATION	
Corpus	με τη μία, αμέσως, μονομιάς, ταυτόχρονα
Oxford	αμέσως, ταυτοχρόνως
Collins	αμέσως, ταυτόχρονα, μαζί!
WordReference	αμέσως, στη στιγμή, αυτοστιγμεί, άμεσα, ταυτόχρονα

Table 8-13 Translation equivalents of "at once" in the three dictionaries

Here again the translations proposed by the dictionaries are very good and useful for the dictionary users (*αμέσως, ταυτοχρόνως* in Oxford, *αμέσως, ταυτόχρονα, μαζί* in Collins and *αμέσως, στη στιγμή, αυτοστιγμεί, άμεσα, ταυτόχρονα* in WordReference), however in our parallel corpus we have encountered a variety of alternative equivalents, which could be used by the lexicographers: *αμέσως, ταυτόχρονα, μαζί*:

TED Parallel EN-GR Corpus:

*Many of these things are incompatible and as research is just starting to show simply harder and more stressful to do all **at once** in our 30s.*

Πολλά από αυτά τα πράγματα είναι ασυμβίβαστα και όπως αρχίζουν να δείχνουν οι έρευνες απλώς δυσκολότερο και πιο στρεσογόνο να γίνουν όλα **με τη μία** στα 30.

*And so **at once** we shook hands and smiled and I gave him my gift and he told me I was a guest in his home and we sat beside one another on a fabric couch.*

Κι έτσι **αμέσως** σφίξαμε τα χέρια και χαμογελάσαμε και του έδωσα το δώρο μου και εκείνος με καλωσόρισε στο σπίτι του και καθίσαμε δίπλα-δίπλα σ' έναν υφασμάτινο καναπέ.

*It was then that Abed resumed **at once** the tale of woe he had begun over the phone 16 years before.*

Και τότε ο Άμπεντ συνέχισε **αμέσως** την αξιοθρήνητη ιστορία την οποία ξεκίνησε στο τηλέφωνο πριν από 16 χρόνια.

*Each Zipcar replaces 15 personal cars and each driver drives about 80 percent less because they're now paying the full cost all **at once** in real time.*

Κάθε <<Zipcar>> αντικαθιστά 15 προσωπικά αυτοκίνητα και κάθε οδηγός οδηγεί περίπου 80 τοις εκατό λιγότερο επειδή πλέον πληρώνουν όλο το κόστος **μονομιάς** σε πραγματικό χρόνο.

*and we've got six conversations rolling in **at once**, that is an art form that does not fall down to the Goliath of "get faster," no matter how many social networks we might join.*

και έχουμε 6 εισερχόμενες συνομιλίες **ταυτόχρονα**, είναι τύπος τέχνης που δεν πέφτει στα πόδια του Γολιάθ του "γίνε γρηγορότερος" ανεξάρτητα από το πόσων κοινωνικών δικτύων γίνουμε μέλος.

8.4.2 Transfer of idiomaticity

Many times the dictionaries do not transfer the metaphorical meaning of an expression, therefore their equivalents are not idiomatic. Even when they provide the metaphorical meaning, they only give it an explanatory equivalent. The corpus in these cases can reveal the metaphorical meanings and offer alternative (idiomatic) equivalents:

✓ wax and wane

TRANSLATION	
Corpus	έρχεται και φεύγει
Oxford	not included
Collins	not included
WordReference	γεμίζω και αδειάζω

Table 8-14 Translation equivalents of “wax and wane” in the three dictionaries

Oxford and Collins dictionaries do not include the phraseological unit. WordReference does incorporate it. The Greek translation it provides, *γεμίζω και αδειάζω*, has to do with the literal meaning about the stages of the moon. But the metaphorical meaning, *grow larger and smaller*, cannot be translated in Greek literally (get full and get empty). On the contrary, the idiomatic translation of this expression can be the one proposed by the corpus *έρχεται και φεύγει* (literally it comes and goes) which express the change of size.

TED Parallel EN-GR Corpus:

*Erotic couples also understand that passion **waxes and wanes**.*

*Τα ερωτικά ζευγάρια καταλαβαίνουν επίσης ότι το πάθος **έρχεται και φεύγει**.*

✓ to be around the corner

TRANSLATION	
Corpus	εδώ δίπλα είναι
Oxford	μόλις στρίψεις τη γωνία
Collins	not included
WordReference	not included

Table 8-15 Translation equivalents of “to be around the corner” in the three dictionaries

The phraseological unit *to be around the corner* is not included in Collins and in WordReference. Only Oxford included it, but it provides only its literal meaning (to be around the corner of a physical street), providing the equivalent *μόλις στρίψεις τη γωνία*, which cannot be used for the metaphorical meaning (to be close to a point of space, time, etc.). In contrast, in our parallel corpus we have found an idiomatic translation (*εδώ δίπλα είναι*), which can be incorporated in the dictionary:

TED Parallel EN-GR Corpus:

*And 2028, 2030? It's **just around the corner**.*

*Και το 2028, 2030; **Εδώ δίπλα είναι**.*

✓ **all the way to**

TRANSLATION	
Corpus	μέχρι και, μέχρι, φτάνω σε
Oxford	Not included
Collins	Not included
WordReference	σε όλη την διαδρομή, ολόκληρη την απόσταση, μεγάλη απόσταση

Table 8-16 Translation equivalents of “all the way to” in the three dictionaries

In this case, the paper dictionaries - Oxford and Collins – do not include the phraseology. WordReference provides a variety of equivalents: *σε όλη την διαδρομή, ολόκληρη την απόσταση, μεγάλη απόσταση*, which all have to do with the distance and route (*απόσταση/ διαδρομή*). On the other hand, the corpus provides two additional equivalents: *μέχρι και, μέχρι* (literally up to/up) and *φτάνω σε* (I arrive to). These equivalents can be used both for literal distance, and also for the figurative sense:

TED Parallel EN-GR Corpus:

*And we produced a number of people in law, **all the way to** the humanities.*

*Και βγάλαμε ανθρώπους στη νομική **μέχρι και** τις ανθρωπιστικές επιστήμες.*

*It's a tremendous personal triumph of going from first principles **all the way to** a fantastically complex and useful system.*

*Είναι ένας τεράστιος προσωπικός θρίαμβος να ξεκινάει κανείς από τις βασικές αρχές και να **φτάνει σε** ένα εντυπωσιακά σύνθετο και λειτουργικό σύστημα.*

*So in other words if there was a street in an outskirts where there had been a bus we put a bus back in only now these buses wouldn't run **all the way to** the city center but connect to the nearest rapid transport mode one of these thick lines over there.*

*Με άλλα λόγια σε ένα δρόμο σε κάποιο προάστιο που είχε λεωφορείο θα προσθέταμε ξανά το λεωφορείο μόνο που δεν θα πήγαινε **μέχρι** το κέντρο της πόλης αλλά θα συνδεόταν με την πλησιέστερη ταχεία ανταπόκριση δηλαδή με μία από αυτές τις παχιές γραμμές.*

*Every hour of the day every day of your life **all the way to** your deathbed which will now be 10 years later than it would have otherwise.*

*Κάθε ώρα της ημέρας για κάθε μέρα της ζωής σας **μέχρι** το νεκροκρέβατό σας το οποίο θα βρισκείται 10 χρόνια αργότερα από όσο θα ήταν αλλιώς.*

✓ **on the way**

TRANSLATION	
Corpus	στα σκαριά, έχει πάρει ήδη το δρόμο του
Oxford	Καθ' οδόν, στο δρόμο του/της
Collins	Πηγαίνοντας, καθ' οδόν
WordReference	καθοδόν

Table 8-17 Translation equivalents of “on the way” in the three dictionaries

In this case the dictionaries provide equivalents only for the literal meaning of the expression (to go towards a place), but not for the metaphorical meaning (being pregnant, expecting to have a baby). On the contrary, the corpus reveals this meaning and provides a typical Greek expression

which is used in such cases *στα σκαριά* (literally, ‘to be on a boat’). This is equivalent phraseology, which transfers both the meaning and the idiomaticity of the original, therefore it could be a good candidate to be included in the bilingual English-Greek dictionaries.

TED Parallel EN-GR Corpus:

*In May of 2010 at 35 years old with a two-year-old at home and my second child **on the way** I was diagnosed with a large aneurysm at the base of my thoracic aorta.*

*Τον Μάιο του 2010 σε ηλικία 35 ετών με ένα παιδί 2 ετών κι άλλο ένα **στα σκαριά** διαγνώσθηκα με ένα μεγάλο ανεύρησμα στη βάση της θωρακικής μου αορτής.*

✓ **pour myself into**

TRANSLATION	
Corpus	που βάζω όλο μου τον εαυτό στα
Oxford	not included
Collins	not included
WordReference	ρίχνω

Table 8-18 Translation equivalents of “pour myself into” in the three dictionaries

Oxford and Collins dictionaries do not include the phrase *pour myself into*. WordReference does include it, but it provides a non-idiomatic translation *ρίχνω* (throw). However, if we look at the translation proposed in the parallel corpus (*που βάζω όλο μου τον εαυτό στα*) we see that they have chosen an equivalent expression, which can transfer both the meaning and the idiomaticity of the expression. Therefore, it is a better choice for the lexicographer to include in a bilingual dictionary.

TED Parallel EN-GR Corpus:

*I'm so excited, I'm **pouring myself into** my lesson plans.*

*Είμαι τόσο ενθουσιασμένος, που **βάζω όλο μου τον εαυτό στα** σχέδια μου για το μάθημα.*

✓ **batted an eyelash**

TRANSLATION	
Corpus	Θορυβούμαι
Oxford	not included
Collins	variation as: he didn't bat an eyelid : έμεινε ατάραχος
WordReference	not included

Table 8-19 Translation equivalents of “batten an eyelash” in the three dictionaries

In the case of the expression *bat an eyelash*, Oxford and WordReference do not include it. Collins, on the other hand, includes a variant type *he didn't bat an eyelid*, which is actually the negative version of the phraseology. Collins translates it as *έμεινε ατάραχος* (literally to keep calm), which is not idiomatic, therefore, it is an explanatory translation. The corpus on the other hand, provides the translation *θορυβούμαι* (literally to receive noise), which even though it is not a set phrase, it has a metaphorical meaning, therefore it is a very good candidate for dictionary equivalent:

Three years later when I fell in love with a man neither of my parents **batted an eyelash** either.

Τρία χρόνια αργότερα όταν ερωτεύτηκα έναν άνδρα κανείς από τους γονείς μου δεν **θορυβήθηκε**.

8.4.3 Lack of naturalness

We have noticed that very often the translations provided by the dictionaries are not very successful because they are not characteristic of natural speech.

✓ to come true

TRANSLATION	
Corpus	πραγματοποιώ, πραγματοποιούμαι
Oxford	επαληθεύομαι, πραγματοποιούμαι
Collins	πραγματοποιούμαι, βγαίνω αλήθεια
WordReference	επαληθεύομαι, γίνομαι πραγματικότητα

Table 8-20 Translation equivalents of “to come true” in the three dictionaries

All three dictionaries translate *to come true* with similar expressions: *επαληθεύομαι, πραγματοποιούμαι, επαληθεύομαι, γίνομαι πραγματικότητα* etc. These were also used in the parallel corpus. The problem, however, here lies with the equivalent of Collins *βγαίνω αλήθεια* (to become true). It is a literal translation of the original, but it does not sound natural in Greek and cannot be used as an equivalent.

✓ see you

TRANSLATION	
Corpus	θα συναντηθούμε, τα λέμε
Oxford	(ως seeing you, see you soon/around) ωρεβουάρ, αντίο
Collins	θα τα πούμε!
WordReference	τα λέμε! γεια σου για τώρα!

Table 8-21 Translation equivalents of “see you” in the three dictionaries

In the case of the expression *see you*, Oxford and WordReference offer good equivalents (*θα τα πούμε!*, *τα λέμε!*), similar to what is found in the corpus (*θα συναντηθούμε, τα λέμε*). WordReference also provides the equivalent *γεια σου για τώρα*. This expression, even though it can be seen in some Greek texts (but with a very low frequency of usage), sounds non-natural, because it is actually a literal translation from the English one (*bye for now*) and as an Anglicism, it would not be a good equivalent to be included in the dictionary. Oxford, on the other hand, proposes the equivalents: *ωρεβουάρ* and *αντίο*, which both mean ‘goodbye’. The problem here lies with the choice of *ωρεβουάρ* as an equivalent. It is actually the transcription of the French expression *au revoir* (goodbye), which is used in Greek, but it is rather old-fashioned and rare in use. For this reason, we believe that it is not appropriate as an equivalent of ‘see you’ in a bilingual English-Greek dictionary, as by this way, the user will be misled regarding its usage.

✓ come to a decision

TRANSLATION	
Corpus	βγάλαμε μια απόφαση
Oxford	καταλήγω σε απόφαση
Collins	καταλήγω σε μια απόφαση
WordReference	αποφασίζω, λαμβάνω απόφαση

Table 8-22 Translation equivalents of “come to a decision” in the three dictionaries

The expression *come to a decision* in the corpus is translated as *βγάλαμε μια απόφαση* (literally: take out a decision), which is similar to the equivalents given by WordReference *αποφασίζω* (decide), *λαμβάνω απόφαση* (take a decision). However, Oxford and Collins propose the equivalent *καταλήγω σε μια απόφαση* (‘end up to a decision’), which is not very frequently used and which sounds stilted if used in a normal conversation. Therefore, it would be better to not be included and be replaced by the one we found in the corpus (*βγάλαμε μια απόφαση*), or the alternatives proposed by the WordReference (*αποφασίζω, λαμβάνω απόφαση*).

✓ **break the silence**

TRANSLATION	
Corpus	σπάω τη σιωπή
Oxford	διακόπτω τη σιωπή (in an example)
Collins	not included
WordReference	not included

Table 8-23 Translation equivalents of “break the silence” in the three dictionaries

The phraseology *break the silence* is not included in Collins and WordReference dictionaries, but it is only included in Oxford as an illustrative example. Oxford provides the translation *διακόπτω τη σιωπή* (literally ‘interrupt the silence’), which is not very natural in Greek and non-idiomatic as well. However, the translation of the corpus *σπάω τη σιωπή* (literally ‘break the silence’), is a very successful equivalent which sounds natural in Greek, is frequently used and can transfer the idiomaticity of the original. Therefore, it would be a more appropriate equivalent for the bilingual dictionaries.

TED Parallel EN-GR Corpus:

*I was able to end my own crazy love story by **breaking the silence**.*

*Μπόρεσα να τελειώσω τη δική μου τρελή ιστορία αγάπης με το να **σπάσω τη σιωπή**.*

*I'm still **breaking the silence** today.*

*Ακόμα και σήμερα **σπάω τη σιωπή**.*

*But when we dare to **break that silence** or when we dare to see and we create conflict we enable ourselves and the people around us to do our very best thinking.*

*Αλλά όταν τολμούμε να **σπάσουμε αυτή τη σιωπή** ή όταν τολμούμε να δούμε και προκαλούμε σύγκρουση επιτρέπουμε στον εαυτό μας και στους ανθρώπους γύρω μας να συλλογιστούμε όσο το δυνατόν καλύτερα.*

8.4.4 Register equivalence

In other cases, we notice that the corpus translation is closer to the register of the original than the proposed dictionary equivalent. In these cases, the lexicographer could use the material of the corpus either to incorporate new equivalents, or to include usage labels when needed:

✓ **nonetheless**

TRANSLATION	
Corpus	παρόλα αυτά
Oxford	(as <i>none the less</i>) ουχ'ήττον
Collins	παρόλα αυτά
WordReference	παρόλα αυτά, παρ' όλα αυτά, μολαταύτα, εντούτοις

Table 8-24 Translation equivalents of “nonetheless” in the three dictionaries

For the expression *nonetheless* (or *none the less*), Collins and Word Reference provide good equivalents (same as in our corpus). Oxford, on the other hand, provides the equivalent *ουχ'ήττον*. The problem is that this expression has a rather formal register in Greek, for which it is very important to include a usage label to inform the user. Additionally, it is an obsolete expression and very rare in current usage. Therefore, we consider it as inadequate equivalent for a bilingual English-Greek dictionary of general use.

✓ **under pressure**

TRANSLATION	
Corpus	υπό την πίεση
Oxford	υφίσταμαι πίεση, πιέζομαι
Collins	υφίσταμαι πίεση
WordReference	υπό πίεση

Table 8-25 Translation equivalents of “under pressure” in the three dictionaries

Oxford and Collins dictionaries translate the expression *under pressure* as *υφίσταμαι πίεση* (literally to undergo pressure). However, the verb *υφίσταμαι* is used in a rather high register in Greek, as it is a more archaic word. The equivalent can be used and it is frequent in modern Greek, however, a usage label is necessary, in order for the user to be informed about the difference in style. Oxford also offers as equivalent the verb *πιέζομαι* (to be under pressure), which has the same register as the original, but it is an explanatory translation (it is just a verb, not a phraseology). On the other hand, WordReference proposes the equivalent *υπό την πίεση*, which is the same we found in our corpus. The specific expression can be used in the dictionary as an equivalent without any specific indication for the user.

TED Parallel EN-GR Corpus:

You want someone who has the time and proximity to do this job well, and you want someone who can work with people under the pressure of an ever-changing situation.

Θέλετε κάποιον που θα έχει τον χρόνο και την εγγύτητα να κάνει σωστά αυτή τη δουλειά και θέλετε κάποιον που να μπορεί να συνεργαστεί με ανθρώπους υπό την πίεση μιας διαρκώς μεταβαλλόμενης κατάστασης.

✓ **by and large**

TRANSLATION	
Corpus	σε γενικές γραμμές
Oxford	γενικώς, εν συνόλω
Collins	under large: γενικά, κατά κανόνα, under by: σε γενικές γραμμές, γενικά
WordReference	γενικά

Table 8-26 Translation equivalents of “by and large” in the three dictionaries

By and large is translated in Oxford dictionary as γενικώς, εν συνόλω. The first equivalent (γενικώς) is an explanatory equivalent (it is not a phraseological unit), however, it can transfer both the meaning and the style of usage of the original. However, the second one (εν συνόλω), even though it is a phraseological unit, is a rather obsolete expression, which is used very infrequently in modern Greek. In our opinion, it is not appropriate to be included in a bilingual dictionary of general usage (let alone without a usage label), because it is possible that it will create more confusion for the user. On the other hand, in Oxford, we can find the phraseology two times. First, we find it under the entry large', where it is translated as γενικά, κατά κανόνα and second, under the entry 'by', translated as σε γενικές γραμμές, γενικά (we also found σε γενικές γραμμές in the parallel corpus-see below). Having two separate entries for the phraseology and with different information in each one is most probably a mistake of the lexicographer and editors and not a deliberate choice. However, this is something that should be avoided, because the user should be able to receive all information in one lemma and not miss any important information. Even for the cases where a phrase is included in two different lemmas, there should be a relevant reference indication and the content should be the same.

Once they got over the shock though **by and large** people opted for somewhere between 70 to 95 percent or the 3 to 20 percent marks.

Μόλις όμως ξεπέρασαν το σοκ επέλεξαν σε γενικές γραμμές κάπου μεταξύ του 70 έως 95 τοις εκατό ή από 3 έως 20 τοις εκατό.

And by and large you'll see that the homeward path is far more direct than the outward path.

Σε γενικές γραμμές θα δείτε ότι η διαδρομή επιστροφής είναι πολύ πιο άμεση από τη διαδρομή αναχώρησης.

✓ **needless to say**

TRANSLATION	
Corpus	περιττό να το πω, εννοείται πως, περιττό ν' αναφέρω
Oxford	είναι περιττό να λεχθεί, δε χρειάζεται να πούμε
Collins	περιττό να πω
WordReference	περιττό να λεχθεί

Table 8-27 Translation equivalents of "needless to say" in the three dictionaries

In the case of *needless to say*, we found the following equivalents in the corpus: *περιττό να το πω, εννοείται πως*. In Collins we can see the equivalent: *περιττό να πω* (same as in corpus). In contrast, Oxford provides the translations: *περιττό να λεχθεί* and *δε χρειάζεται να πούμε*, while WordReference also has the equivalent: *περιττό να λεχθεί*. The expression *περιττό να λεχθεί* is used in a more formal register in Greek, so as there is no absolute equivalence between the two language, a usage label should be added. Finally, we can notice that the corpus provides alternative equivalents, which are not included in the dictionaries (*εννοείται πως, περιττό ν' αναφέρω*) but they could be added.

TED Parallel EN-GR Corpus:

And so **needless to say** over those years I've had a chance to look at education reform from a lot of perspectives.

Έτσι **περιττό ν' αναφέρω** πως όλα αυτά τα χρόνια είχα την ευκαιρία να δω την εκπαιδευτική μεταρρύθμιση από πολλές πλευρές.

Needless to say I no longer dine with these people.

Εννοείται πως δεν βγαίνω πλέον για φαγητό μ'αυτούς τους ανθρώπους.

Which I actually did, and which *needless to say* did not endear me to the faculty.

Κάτι που βασικά έκανα και που, *περιττό να το πω*, δε με κατέστησε ιδιαίτερα προσφιλή στη σχολή μου.

8.4.5 Different meanings/different equivalents

As mentioned above, in many cases the corpus provides different meanings from those of the dictionary. This automatically results in different equivalents:

✓ give a break

TRANSLATION	
Corpus	αφήστε τους
Oxford	Δίνω σε κπ μια ευκαιρία (να αρχίσει από την αρχή ή να απανορθώσει λάθος)
Collins	As an example: <i>to give himself a well-deserved break, Morris took a trip to London</i> Για να δώσει στον εαυτό του τις διακοπές που άξιζε, ο Μόρρις έκανε ένα ταξίδι στο Λονδίνο
WordReference	not included

Table 8-28 Translation equivalents of "give a break" in the three dictionaries

In the case of *give a break*, WordReference does not include the expression. Oxford includes it with the meaning give someone an opportunity (to start from the beginning or to correct a mistake): *Δίνω σε κπ μια ευκαιρία*. Collins includes the phraseology in an illustrative example: *to give himself a well-deserved break, Morris took a trip to London* για να δώσει στον εαυτό του τις διακοπές που άξιζε, ο Μόρρις έκανε ένα ταξίδι στο Λονδίνο, where it has a literal meaning: give/offer holidays' (*δίνω διακοπές*). The corpus provides a metaphorical meaning: 'leave someone alone', for which it provides the translation *αφήστε τους* ('let them'). Consequently, an additional meaning provided from the corpus can provide an additional equivalent, which can be incorporated by the bilingual dictionaries.

TED Parallel EN-GR Corpus:

They have a biological predisposition to go to bed late and get up late so give them a break.

Έχουν βιολογική προδιάθεση να πηγαίνουν για ύπνο αργά και να σηκώνονται αργά γι' αυτό αφήστε τους.

✓ by default

TRANSLATION	
Corpus	εξ' ορισμού
Oxford	In examples (νομ.): λόγω μη εμφάνισης του αντιπάλου, ερήμην
Collins	αυτόματα
WordReference	εξ' ορισμού, όχι από επιλογή as a comment: it can also be translated as: «από τύχη» ή «από ατυχία», «αυτόματα», «απευθείας», «εξ' ορισμού», «από τη φύση μου»

Table 8-29 Translation equivalents of "by default" in the three dictionaries

In the case of the expression *by default*, we see that Oxford includes the phraseology only in examples of usage and provides equivalent for the legal meaning ('because of a lack of opposition'): *λόγω μη εμφάνισης του αντιπάλου, ερήμην*. It is important that they give a usage label, so that the user can be informed about the field where the expression is found and used. Collins, on the other hand, provides the equivalent: *αυτόματα*, which means automatically. This is a metaphorical meaning of the legal term. So we see that they both provide the same meaning, but Oxford only refers to the legal term and Collins to the everyday use. WordReference provides the equivalents *εξ ορισμού, όχι από επιλογή*, which correspond to the meaning 'in the absence of alternatives'. However, they all add a users' note with additional equivalents, without further explanation, sense division or examples of usage: «*από τύχη*» ή «*από ατυχία*», «*αυτόματα*», «*απευθείας*», «*εξ ορισμού*», «*από τη φύση μου*», which is not necessarily helpful to users.

TED Parallel EN-GR Corpus:

*Because my mother was a woman she was not allowed to own any property and **by default** everything in my family anyway belongs to my father so he had the right.*

*Επειδή η μητέρα μου ήταν γυναίκα, δεν είχε το δικαίωμα να έχει περιουσία, και **εξ ορισμού**, τα πάντα στην οικογένειά μου άνηκαν στον πατέρα μου, και μπορούσε να κάνει ό,τι ήθελε.*

*Everybody who is my dad's age male in the community is my father **by default** -- my uncles all of them -- and they dictate what my future is.*

*Κάθε άντρας στην κοινότητα μου στην ηλικία του μπαμπά μου είναι **εξ ορισμού** πατέρας μου -- οι θείοι μου όλοι τους -- και καθορίζουν ποιο θα είναι το μέλλον μου.*

*If this was a war with two disparate sides I **by default** fell on team gay because I certainly wasn't 100 percent straight.*

*Εάν αυτός ήταν ένας πόλεμος μεταξύ δύο αντίθετων πλευρών εγώ **εξ' ορισμού** ανήκα στην ομάδα των ομοφυλόφιλων επειδή σίγουρα δεν ήμουν 100% στρέιτ.*

✓ **once upon a time**

TRANSLATION	
Corpus	κάποτε, μια φορά κι έναν καιρό
Oxford	μια φορά κι έναν καιρό
Collins	μια φορά κι έναν καιρό
WordReference	μια φορά κι έναν καιρό, μια φορά

Table 8-30 Translation equivalents of "once upon a time" in the three dictionaries

The phraseology *once upon a time* is typically translated in Greek as *μια φορά κι έναν καιρό*, which is the conventional way to begin a fairy tale. Indeed, all three dictionaries provide the same equivalent. However, the expression is often used when we tell a normal story (not necessarily a fairy tale) with the meaning of 'once, some day'. In these cases, the translation in Greek cannot always be the same as in fairy tales (*μια φορά κι έναν καιρό*). This expression implies a more emphatic tone, which is not necessary in all cases. For this reason, it would be better to provide this difference in meaning and usage in the bilingual dictionary and therefore, provide different equivalents for each case. In our corpus, we have found an alternative translation: *κάποτε* (once, some day), which can be used exactly in the cases where we do not need to have further emphasis:

TED Parallel EN-GR Corpus:

Once upon a time Scarlet was used as bait in dog fights.

Κάποτε η Σκάρλετ χρησιμοποιήθηκε ως δόλωμα σε γωνομαχίες.

✓ **there's no question about it**

TRANSLATION	
Corpus	καμιά αμφιβολία γι' αυτό
Oxford	δεν μπαίνει ζήτημα να
Collins	δεν υπάρχει περίπτωση να
WordReference	δεν υπάρχει αμφιβολία

Table 8-31 Translation equivalents of "there's no question about it" in the three dictionaries

The phraseological unit *there's no question about it* has the meaning of 'there is no doubt about something', which is given in Oxford, WordReference, as well as in the corpus (*δεν μπαίνει ζήτημα να, καμιά αμφιβολία γι' αυτό καμιά αμφιβολία γι' αυτό*). Collins, on the other hand, provides the meaning 'it is not possible/there is no chance, proposing the equivalent' *υπάρχει περίπτωση να*. Ideally, all dictionaries should provide both meanings, therefore they should provide all the equivalents proposed. The equivalent suggested by Oxford *δεν μπαίνει ζήτημα να* is characteristic of colloquial style, which does not correspond to the style of the original. It is still a good translation and can be included in the dictionary, but it is important to incorporate a usage label so that the user will receive the information and can use the phraseology properly.

8.5 Solutions

As we have mentioned various times in this chapter, our main approach regarding the improvement of quality of the translation equivalents in a bilingual dictionary is the use of a parallel corpus. We have seen that in several occasions the corpus can provide additional or better equivalents and therefore it can be a very useful tool for the lexicographer. Apart from the parallel corpus, the dictionary maker can have access to other solutions, which can complementarily support the work for a better translation. These solutions include the usage of monolingual corpora, monolingual dictionaries, bilingual dictionaries (of the same or other language pairs), the usage of thesauri, or other reference materials (books, encyclopedias, internet, etc.). Finally consulting other experts, or native speakers can be an additional help for the lexicographer.

8.6 Conclusions

The translation of phraseology is one of the most complicated challenges for a lexicographer of a bilingual dictionary, due to the particular characteristics of idiomatic expressions, in combination with the anisomorphism that exists among the languages and cultures. A bilingual dictionary should always provide an equivalent in the target language, which ideally should transfer both the meaning and the idiomaticity of the original. In order to assess the translation techniques of the existing English-Greek dictionaries, as well as to propose solutions for their improvement, we have used our English-Greek parallel corpus compiled by texts from TED talks. Firstly, we analyzed the translation techniques used by the translators in the corpus and then we have compared the results with the dictionary findings. The corpus results displayed very good quality in terms of phraseological translation. 68.75% of the total entries have been

translated by an equivalent phrase, 24.65% by an explanatory translation (paraphrase), 2.6% have been translated literally, 3.8% have not been translated at all (omission) and finally, only 0.2% were translated incorrectly (mistranslation):

TRANSLATION TECHNIQUE	TRANSLATIONS	PERCENTAGE
equivalence	1032	68.75%
paraphrase	370	24.65%
literal translation	39	2.6%
omission	57	3.8%
mistranslation	3	0.2%
total	1501	100%

Table 8-32 Translation strategies in the corpus

These numbers are very important, because we can assume that the translations extracted from these kinds of corpora can be good candidates to be used as equivalents in a bilingual English-Greek dictionary. And this fact confirms, indeed, our thesis hypothesis about the role of the parallel corpus in the improvement of idiom representation in bilingual lexicography.

The next step of this part of our study was related to the detection of the problematic areas in the translation of phraseology in the three bilingual dictionaries (paper editions of Oxford and Collins and the electronic dictionary WordReference). We have noticed that all three dictionaries present generally good quality of translation equivalents; nevertheless, in many cases we detected some problems, which can be improved by consulting the parallel corpus.

If we compare the equivalents proposed by the dictionaries with the corpus, we observe that in many any cases the translation is different. Even though the equivalent of the dictionary is not bad or wrong, the translation might offer an additional equivalent, which could be good candidate to be included in the dictionary: *In the wake of* => (Corpus) *στη συνέχεια*, (Oxford) *από πίσω, καταπόδι, μαζί, ως επακόλουθο*, (Collins) *ως επακόλουθο, στον απόηχο, στο κατόπι, μετά από* (WordReference). However, there are cases where the corpus can give an idiomatic equivalent, while the dictionary only gives an explanatory equivalent: *stops dead in her tracks* => (Corpus) *κοκάλωσε*, (Oxford) *σταματάω απότομα, απόλυτη στάση* (WordReference). Sometimes the equivalent of the dictionary lacks naturalness. In this case the equivalent of the corpus, can give a solution: *be/get out of control* => (Corpus: *It's out of your control*) *Δεν μπορείς να το ελέγξεις*, (Oxford) *αποχαλίνουμαι*. In other cases, the corpus translation is closer to the register of the original than the proposed dictionary equivalent: *spend a lot of time* => (Corpus: *spend so little time*) *περνάμε τόσο λίγο χρόνο*, (Oxford) *διαθέτω / αφιερώνω πολύ χρόνο για κτ.* As mentioned above, in many cases the corpus provides different meanings than those of the dictionary. This automatically results in different equivalents: *at the bottom* => (Corpus) *μέσα μου*, (Oxford) *κατά βάθος*, (Collins) *στο κάτω μέρος*. And the same can also be seen in the variations of the expressions, as different forms of an idiom could have different equivalents: *something is going wrong* => (Corpus) *κάτι δεν πάει καλά*, (Oxford: *go wrong*) α. *Ακολουθώ λάθος κατεύθυνση*, β. *Αποτυγχάνω* γ. *Στραβώνω, χαλάω*.

Therefore, we can conclude that the lexicographer would substantially improve the quality of the translation equivalents by consulting the translations proposed by the corpus. Of course, in some cases the translation of the corpus might not be appropriate for dictionary use. This

happens because the quality depends on the quality of the translator and due to the human factor it is possible to find incorrect (or not very successful) equivalents. In the corpus collected by the TED talks, the non-appropriate translations were limited to 6.6% (2.6% literal translations, 3.8% omissions and 0.2% mistranslations). This was an indication of the good quality of the specific corpus, but this might not always be the case.

8.7 Chapter Summary

In this chapter of our thesis we discussed the issue of phraseological translation. We have briefly presented various theoretical aspects regarding the issue of equivalence and its lexicographic approaches. We presented the results of the analysis of the translation techniques used in the parallel corpus we have collected from TED talks and then we have used this data to detect and analyze the main problems of translation equivalents in the existing English-Greek dictionaries (paper editions of Oxford and Collins and the electronic dictionary WordReference). Finally, we have proposed solutions on how the dictionary equivalents could be improved by focusing on the use of parallel corpora.

9 DISCUSSION OF RESULTS

9.1 Chapter Introduction

In this chapter of our thesis we will discuss the results of our study in the various areas we examined: phraseological coverage, identification and marking of phraseology, grammatical and syntactic information, usage labels, illustrative examples and translation. We present the overall findings of the thesis and in order to formulate the final conclusions while presenting detailed solutions to improve the presentation of phraseology in bilingual dictionaries.

9.2 Phraseological Coverage

For the users of a dictionary, an important criterion about its quality is its property to include what they are looking for. If they do not find it, they might doubt its overall value. Given the fact that it is impossible for a dictionary - especially a bilingual one - to include everything, this kind of conclusion might sound rather exaggerated, even unfair. However, in practice, the efficiency of a dictionary is assessed according to its content and its ability to cover the main lexicon of a language. Therefore, we consider that a general bilingual dictionary of good quality should include as many phraseological units as possible.

One of the first problems we have detected in our study was the rather low percentage of phraseological coverage. More specifically, in the initial results, where we examined a small sample of phraseology (30 texts/35.503 words, 98 phraseological units) on the two paper dictionaries (Oxford and Collins English-Greek dictionaries), the phraseological coverage of Oxford was 51.02%, while Collins included 46.94%. These results led us to continue our study to a larger amount of phraseology (110 texts/170.257 words, 592 phraseological units), which was extended with the examination of an electronic dictionary as well (WordReference). The new results showed that even though these percentages were better, the total coverage was rather low, especially in the paper editions: 66.89% in Oxford, 59.46% in Collins. On the other hand, the electronic dictionary, which has no space limitations and can be continuously updated, had a better percentage of coverage, which was 70.95%. The study has shown the lexicographical absence of some phraseology which have specific characteristics, such as particular discursive function (*let's see, even worse*), cultural connotations (*sí se puede, deus ex machina*), expressions that are not semantically transparent (*make a dent, fire in the belly*), or they have specific semantical and cultural importance, such as the sayings (*two is company, three is a crowd*). These types of phraseological units are considered to be good candidates to be included in a bilingual dictionary. Their translation and usage is important both for English speakers and learners, therefore, their presence in the dictionary can be very useful. On the contrary, their absence shows a lack of information and insufficiency of the dictionary to address to the users' needs.

Another interesting finding of the examination of the phraseology in the corpus was the fact that rather frequently the dictionaries, even if they did not include the phraseology we were looking for, included a similar phrase (19.39% of cases in Oxford, 15% in Collins and 14.53% in WordReference). For example, we could not find the expression *break the ceiling*, but they have the idiom *break a record*, which has a similar form and meaning. Even though it is not certain that we can assume the meaning, usage, translation, etc. of a phraseology by receiving information about a similar one, the presence of these similar expressions is a positive feature of the

dictionaries. They could possibly help the users to understand the initial phraseology and therefore, they compensate in part for the absence of the specific phrase.

The examination of the corpus in combination with the dictionaries analysis has shown an important percentage of morphological and semantic variation. More specifically, from the total of phraseology examined in the corpus, these are the percentages of the expressions that appeared in a different form in the dictionaries: 12.63% in Oxford, 14.77% in Collins and 10.24% in WordReference. For example, in the corpus we found the expression *have been in play*, but in the dictionaries it was given as *(to be) into play*. On the other hand, we have found the same expressions but with a different meaning, in a slightly smaller proportion: 9.09% Oxford, 7.96% in Collins and 7.38% in WordReference. For example, the meaning of the phrasal verb *bear down* in the corpus was *to move towards sb*, while in WordReference dictionary was *to put pressure on*. As we have noted, phraseological units are not as fixed and determined as it is considered to be and this is something that should also be reflected in their lexicographic representation. In fact, it is important for the users of bilingual dictionaries to receive as much information as possible regarding the variant forms of phraseology, as well as their polysemy. Nevertheless, it is not always possible or useful to include all the variations of an expression in a bilingual dictionary. Especially in paper editions where the main factor is the limitation of space, the lexicographer should make a decision on how much variation to include. This task includes the application of various criteria such as frequency, currency, general or technical language, etc. This information can be extracted by consulting the available monolingual and bilingual corpora, which provide current, representative and real language data.

This part of the research set us in front of a fundamental lexicographic dilemma: which information to include and which to exclude. On the one hand, the role of the lexicographer is to provide the maximum amount of information possible. And indeed, it is a significant indicator of a dictionary's good quality if we are able to find a word or expression that we are looking for in it. Of course, it would be ideal to have a dictionary which includes all phraseology and all possible variations. However, as we have mentioned, this is not always possible (not enough space for example) and sometimes it is not even useful (obsolete, very technical phrases), even for electronic dictionaries. Apart from the obvious space limitations, there are some other parameters that restrict the lexicographical choice. Among them is the scope of the dictionary (dictionary of general usage, or specific area, general or technical language, specific geographical area, etc.), the target users (adults/children, learners/native speakers etc.), the register (too informal, taboo, offensive etc.), the currency (very new words/expressions, obsolete) and the frequency (frequently or rarely used) etc. For this reason, the lexicographical challenge is to select the most appropriate candidates to be incorporated in a dictionary, which is a very difficult task both for monolingual and bilingual editions. As we have seen, consulting monolingual and bilingual corpora can provide valuable information and in combination with the parameters mentioned above (frequency, register, currency, etc.), the lexicographers can make the optimal decision about which phraseology should be included and which not, while always keeping in mind the users' needs.

At this point of our study we used a parallel corpus as a lexicographical tool, and more specifically, we tested the TED talks as resource for extracting the lexicographical entries. These kind of texts include everyday language from various domains (technology, politics, art, etc.). Even though they are oral speeches, most of the times they have been previously prepared by the speakers, thus in most of the cases, they contain a grammatically and syntactically correct

sample of language, with vocabulary of general use. Therefore, the phraseology extracted from this kind of corpus is expected to be present in an English-Greek dictionary. At the same time, the corpus can provide to the lexicographers the necessary information, such as the frequency, the currency and so on, which can help them decide which phraseology - and its possible variations - to include and which to exclude.

9.2.1 Improvement

As we have seen, the main problem regarding phraseological coverage in the three dictionaries is the low percentage of the presence of phraseology, given the coverage percentages of the sample of phraseology we examined. Our proposal for improvement in this area includes mainly the usage of bilingual corpora and more specifically of texts similar to TED talks. These kinds of texts include phraseology appropriate for bilingual dictionaries. Consequently, we believe that it would improve phraseological coverage if the lexicographer would rely on such resources to select the phraseology of a bilingual dictionary. At the same time, the process of selecting the dictionary entries includes the application of various exclusion criteria (frequency, currency, etc.). In this case the corpus (both monolingual and bilingual) is a valuable resource for such information,

9.3 Identification and visualization of phraseology

The identification of the idiomatic properties of phraseology as well as its classification are certainly considered major linguistic challenges. This, of course, concerns its lexicographic representation as well. In this part of our research we examined how the three dictionaries highlighted the presence of phraseology and the means and terms they have adopted. The main conclusion after the examination is that each dictionary uses a specific method to indicate phraseology, but there is no further systematic classification of the various types, while the terminology used is not always consistent, nor clear, for the users.

Regarding the indication of phraseology, the Oxford dictionary uses labels and a special presentation style (blue color and bold font), while the expressions are placed the end of the entry's senses, so that they will be found more easily. For example:

consonant σκληρό σύμφωνο. **8 IDM be hard on sb**
είμαι πολύ αυστηρός/σκληρός σε κπ. **as hard as nails**
(α) σφιχτός σα σίδερο. (β) σκληρόκαρδος. **hard and**
fast (of rules, etc.) άκαμπτos. **a hard nut to crack**
(μεταφ. για αντίπαλο, πρόβλημα κλπ) σκληρό καρύδι.
hard of hearing βαρύκοος. **learn sth the hard way**
μαθαίνω κτ πληρώνοντας ακριβά (σε κόπο και πόνο).
take a hard line ακολουθώ σκληρή γραμμή. (βλ. & λ)

Figure 9-1 Example of idiom marking in Oxford

On the contrary, Collins, does not use labels but symbols, in combination with the bold font characters and blue color (for the phrasal verbs). Like Oxford, they also place the phraseology in the end of the headword's senses. For example:

lift [lɪft] ① vt (a) (raise: thing, part of body)
 σηκώνω □ **He lifted the glass to his mouth** Έφερε
 το ποτήρι στο στόμα του
 (b) (end: ban etc) αίρω □ **They urged the United
 States to lift all controls on textile imports** Πίεσαν
 τις Ηνωμένες Πολιτείες να άρει όλους τους
 ελέγχους στις εισαγωγές υφαντουργικών
 προϊόντων
 (c) (plagiarize) κλέβω □ **Most of the article was
 lifted from a woman's magazine** Το μεγαλύτερο
 μέρος του άρθρου ήταν κλεμμένο από ένα
 γυναικείο περιοδικό
 (d) (inf: steal) βουτάω □ **Uncle Harold had lifted
 the morning's receipts** Ο θείος Χάρολντ είχε
 βουτήξει τις πρωινές αποδείξεις
 ② vi (fog) διαλύομαι □ **Around midday, the fog
 lifted** Γύρω στο μεσημέρι η ομίχλη διαλύθηκε
 ③ n (BRIT) ασανσέρ NT INV □ **I took the lift to the
 eighth floor** Πήγα με το ασανσέρ στον όγδοο
 όροφο
 ▶ **to give sb a lift** (BRIT: AUT) πάω κν με το
 αυτοκίνητο
 ▶ **lift off** vi (rocket) απογειώνομαι
 ▶ **lift up** vt (person, thing) σηκώνω (ψηλά)

Figure 9-2 Example of idiom marking in Collins

The use of symbols to denote phraseology is a very frequent and convenient technique. The symbol has a strong visual effect and it contributes to the space economy of the dictionary. Nevertheless, there are some concerns about this method, which have to do with the level of familiarity of the user in relation to them. As they do not explicitly provide the given information - in this case the characterization of phraseology and its classification - the users should look in the dictionary instructions to understand what the symbols mean. Finally, WordReference dictionary uses some labels to indicate phraseology, but there is no consistent practice on this, while, as we have seen, many phraseological units remain unmarked. Additionally, they do not use a specific style to mark the idiomatic expressions, but they appear like the rest of the entries, without any indication. However, they highlight the phraseology in two ways: they include a separate column of phraseology, under the name *συνθετοι τύποι* (compound types) and at the same time in most of the cases (not always) they present the expressions as a separate headword.

Here is an example of the separate column of compound types (*συνθετοι τύποι*):

Σύνθετοι τύποι: lift elevator ride		
English	Greek	
chair lift <i>n</i>	(ski lift, aerial ropeway)	τελεφερίκ <i>ουσ ουδ</i>
Σχόλιο: άκλιτο, ξενικό		
A chair lift carries skiers to the top of the slope.		
face-lift, facelift <i>n</i>	(surgery: tightens facial skin)	λίφτινγκ <i>ουσ ουδ</i>
Σχόλιο: ξενικό, άκλιτο		
Many looked fantastic after her facelift. Many celebrities get face-lifts to appear younger. Η Μέρι έδειχνε υπέροχη μετά το λίφτινγκ. Πολλοί διάσημοι κάνουν λίφτινγκ για να δείχνουν νεότεροι.		
lift gate <i>n</i>	UK (hatchback on a vehicle)	υδραυλική πόρτα <i>επίθ + ουσ θηλ</i> (κατά λέξη) πόρτα ανύψωσης φορτίου
lift [sb/sth] out <i>vtr phrasal sep</i>	UK (outsources: a team)	αναθέτω εργασία <i>περίφρ</i> (σε κπ) (κατά λέξη) αναθέτω εργασία σε εξωτερική ομάδα
lift up <i>vtr</i>	(raise)	σηκώνω, υψώνω <i>ρ μ</i>
Everyone in the crowd lifted up their hands and clapped along to the music.		
lift weights <i>v expr</i>	(exercise: do weight training)	σηκώνω βάρη, κάνω άρση βαρών <i>ρ μ</i>
I go running and lift weights four times a week.		
lift weights <i>v expr</i>	(sport: do weight lifting)	κάνω άρση βαρών <i>περίφρ</i>
He lifts weights competitively. When they lift weights, weight-lifters wear a belt to protect their back and kidneys. Κάνει άρση βαρών σε αγωνιστικό επίπεδο.		
lift-off <i>n</i>	(spacecraft: take-off)	απογείωση <i>ουσ θηλ</i> εκτόξευση <i>ουσ θηλ</i>
The scheduled Ariane 5 lift-off has been postponed. Lift-off in ten seconds. Ten, nine, eight ... Η προγραμματισμένη απογείωση του Ariane 5 αναβλήθηκε. Εκτόξευση σε δέκα δευτερόλεπτα. Δέκα, εννιά, οχτώ...		
lift-out <i>n</i>	(outsourcing of a team)	ανάθεση εργασίας σε εξωτερική ομάδα συνεργατών
Σχόλιο: Δεν υπάρχει αντίστοιχος όρος.		

Figure 9-3 Example of idiom marking in WordReference in a separate column

And here is an example of phraseology given as headword:

anything like	
ορισμός στα ισπανικά in French συνώνυμα στα αγγλικά σε χρήση εικόνες	
WordReference English-Greek Dictionary © 2016:	
Κύριες μεταφράσεις	
English	Greek
anything like <i>adv</i>	(at all like) καθόλου <i>επίρ</i>
She doesn't look anything like her mother. Δε μοιάζει καθόλου με τη μητέρα της.	
Λείπει κάτι σημαντικό; Αναφέρετε τυχόν λάθη ή προτείνετε βελτιώσεις.	

Figure 9-4 Example of idiom marking in WordReference in a separate headword

Both practices are very useful, as the users can have very easy access to phraseology and at the same time they receive clear information about their property as multiword units. Nevertheless, it would be more practical if WordReference included all the phraseology as separate headwords and not only some of it. This would not create confusion for the users who might assume that if they cannot find an expression when they search for it as a headword (similarly to the phraseology that is incorporated as headwords), then it is not included at all in the dictionary.

Another practice we have detected by examining the three dictionaries is that even if they do not include a phraseological unit as a separate part of the microstructure (or macrostructure) which is labeled as such, they incorporate it as illustrative examples. More specifically, in Oxford we have the highest percentage of phraseological units that are given as examples: 77 out of the 396 (19.44%), while in Collins they have 20 out of the 352 (5.68%) and in WordReference 23 out of the 420 (5.48%) similar cases. This approach is convenient for the lexicographer in terms of space economy. At the same time, considerate is useful that an expression is included as an example, as opposed to not being included at all. Additionally, the user can benefit from the context provided in the illustrative sentence to revive more information about the phraseology. On the other hand, however, the user might not understand the idiomatic character of the expression if it is not presented explicitly as phraseology.

As we have seen from the theory, there is a very wide variety of phraseological categories, each of which represents specific functional and semantical features. Regarding the terminology and the classification, Oxford dictionary uses the term “idiom” to describe all types of phraseology. The only distinction made is between idioms and phrasal verbs. Collins does not use any term in the dictionary – as we have seen they only use symbols – but they also distinguish (in the introductory notes, as well as in symbol level) between ‘phrases’ and ‘phrasal verbs’. So, neither of the two makes any further taxonomy of the various types of phraseology. WordReference uses the following terms to indicate phraseology: *σύνθετοι τύποι* (compound types – in a separate column), *v expr έκφρ., φρ, vi phrasal, expr, περιφρ.* It is rather positive that they include taxonomy elements, but there is no clear explanation about the differences among the various terms, and there is no consistent information about the metaphorical usage, the level of fixedness and no further distinction among the various categories. Therefore, even if they have a degree of classification, this information might not reach the user.

At this part of the research we have also discussed the issue of idiomaticity. Many theorists have attempted to discuss about the notion of idiomaticity (Fernando and Flavell:1981, Alexander:1992, Zgusta:1971, Nunberg et al.:1994, Moon:1998) and to set criteria on how we can distinguish a phraseological unit from a free word combination²⁸. Some of these criteria are the conventionality, inflexibility, figuration, informality, socio-cultural markedness, institutionalization, lexicogrammatical fixedness, among others. Of course, it is not possible to apply all these criteria to all phraseological units, and there is no theoretical consensus about the issue. Therefore, the lexicographers need to decide which approach they will adopt in order to apply the criteria for deciding if a string of words is a phraseology or not, in combination with additional tools, such as reference materials (other dictionaries, literature books, etc.), and of course monolingual or bilingual corpora, which can reveal the idiomaticity of the phraseological unit.

9.3.1 Improvement

Given the specific features of phraseology, we believe that the dictionary should provide the users with the means to identify it. The most common method for this is labeling. In order to decide which labels to use – from among the various terms - the lexicographers can consult the relevant theoretical approaches regarding the terminology of phraseology and select the most appropriate for their dictionary, having always in mind the users’ needs and their ability to

²⁸ For more information, see paragraph 1.3 of chapter 1.

understand the given terms. Alternatively, they can use other lexicographical means to highlight the phraseology in the dictionary. For example, they can take advantage of their position both in macrostructure and microstructure. It would help the users to identify a phraseological unit if the lexicographers would place it in the end of the lexicographical article, under the senses of the headword, or if they provide it as a separate headword. Another solution is their incorporation in the illustrative examples – a technique used by all three dictionaries.

As we have seen, not all phraseological units share the same characteristics and we believe the lexicographer should underline the various particularities of each category, such as the metaphor involved, the discursual function, etc. We believe that it would improve the presentation of the phraseology in the dictionaries if the lexicographer would use a basic sub-division, but at the same time avoiding excessive and complicated details, which might be unnecessary and even confusing for the users. In order to implement this characterization of phraseology, lexicographers can consult linguistic theory to adopt the most appropriate classification. At the same time, they can consult the real linguistic data of monolingual and bilingual corpora, which can demonstrate the particular characteristics of each phraseological category. The most important feature is to provide a clear and consistent categorization, which will help the readers to identify the phraseological units and their idiomatic characteristics.

Finally, in order for the lexicographers to identify the idiomaticity of phraseological units and select their entries, they can rely on corpus data which can provide information about the level of fixedness, currency, frequency, and so on. In this way, they will ensure the inclusion of a larger, more representative spectrum of phraseological units.

9.4 Grammatical and syntactic information

An important condition for the correct use of a phraseological unit is the knowledge of its grammatical and syntactic characteristics. Given the fact that the dictionary should provide such data, we have examined the three dictionaries in relation with the grammatical and syntactic information provided. Even though, as we will explain below, we have observed the absence of this kind of data in several cases, they generally provide rather satisfactory amount of grammatical and syntactic details. They have adopted various techniques to incorporate this information. The most common one is the use of abbreviations, even in the electronic version. The main advantage of this method is space economy. However, we are not certain if the users are always familiar with the meaning either of the abbreviations or the linguistic terms they represent (e.g. +GEN). In many cases, however, they incorporate periphrastic grammatical and syntactic information (i.e. infinitive, impersonal, etc.). This technique provides full and clear instructions and the user is not obliged to consult the abbreviation list. The other very commonly used technique is to incorporate the specific grammatical and/or syntactic characteristics in the illustrative examples, where we can see the actual usage of the phraseology in a context. For example, through the following illustration example of Oxford we can conclude that the expression *it's a pity* is followed by “that phrase”:

✓ **it's a pity**

it's a ~/what a ~ (that) you can't come. Κρίμα/τι κρίμα που δεν μπορείς να έλθεις

This technique is very useful for the users - especially the non-native speakers- and it would be more representative if the examples are taken from corpora. This would provide access to the actual language usage with an adequate context which will allow the users to understand and use properly the phraseology.

As we have noted, the dictionary examination has shown the absence of some important information about the grammar and syntax of phraseological units. For example, in the description of the following phraseology, Oxford does not indicate the part-of-speech :

- ✓ **a close call:** 11. IDM a close call-thing παρολίγο δυστύχημα/καταστροφή
- ✓ **so-and-so** (όταν αποφεύγουμε να ονομάσουμε ή να χαρακτηρίσουμε εκπ) (ο) τάδε, (ο) λεγόμενος
- ✓ **point of view** άποψη
- ✓ **out of the question** εκτός συζητήσεως, αδύνατο

We observe the same in Collins:

f: **all over** (*everywhere*) σε όλο, παντού

▷ **over and over (again)** ξανά και ξανά

Figure 9-5 Example of part-of-speech information absence in Collins

While in WordReference - in the expression *not at all* - we can see that the lexicographer indicates the part-of-speech of the source language expression (which is adverb), but for the Greek equivalent it includes the label *έκφρ* (from *έκφραση*, which means 'expression').

<u>English</u>	<u>Greek</u>
not at all <i>adv</i> (in no way, to no extent)	καθόλου, επ'ουδενί <i>έκφρ</i>
My boss was not at all pleased with my work, so he fired me.	

Figure 9-6 Example of part-of-speech information in WordReference

These incidents show a lack of consistency and are likely to lead to confusion to the non-native Greek speakers. Phraseological units, even though they are consisted from more than one word, they function as a single entity and belong to a specific part-of-speech (noun in the examples above). This information must be included in a bilingual dictionary, especially in cases where the translation does not have the same function (for example, the phraseology *state-of-the-art* in English is both a noun and an adjective while the translation in Greek *τελευταία λέξη της τεχνολογίας* is only a noun).

On the other hand, we have noticed that Collins provides grammatical and syntactic information both for origin lemmas and target equivalents. WordReference also includes this indication in both languages, even though in some cases they omit the Greek description, as we have seen above. As opposed to the other two dictionaries, Oxford provides grammatical and syntactic information only for the English phraseology, but not for the Greek equivalent. For non-native Greek speakers, this is an important lack of information and it might be rather confusing. As we

have mentioned, bilingual dictionaries are used both for encoding and decoding purposes. This means that the grammatical and syntactic data should be given in both languages, so that all the users can have access to this kind of information, which will help them to use phraseology correctly.

Finally, in this chapter we also discussed the level of usefulness of the grammatical and syntactic information in bilingual dictionaries. According to the complexity of some of these systems given in the ESL dictionaries of the 1960s and 1970s created a confusion for many readers and this led to a simplification of grammatical coding in later years. Many times the users are not familiar with the meaning of grammatical and syntactic labels -let alone the abbreviations- and the extensive information provided by the dictionary -especially in a bilingual one - might seem non useful and even misleading.

9.4.1 Improvement

Below we outline our lexicographic proposals for the improvement of the representation of grammatical and syntactic information of phraseology in the bilingual dictionaries.

Firstly, the lexicographers should avoid, as much as possible presenting detailed and complex grammatical information, which as we have noted, might confuse the users. They should keep in mind the linguistic level of the users, the scope of the dictionary usage and any possible space limitations before deciding the extent of grammatical and syntactic data to include. Given the fact that bilingual dictionaries are mainly addressed to learners and in the case of English-Greek dictionaries to both native and non-native speakers, they have to incorporate a wide variety of information in both languages (register, pronunciation, translation, etc.). This applies both to paper and to electronic versions as well, even though there are no space limitations for the latter. A suitable approach, therefore, would be to include the most necessary and basic grammatical and syntactic patterns and characteristics, which are considered necessary for good usage of the phraseology.

On the other hand, this information should be as clear as possible. Abbreviations can be avoided when possible, and other means of presentation, such as coloring or boldface font, can be used. In every case, it is important is that the dictionary should treat this matter with consistency throughout the dictionary and that all the labels and abbreviations should be included in a separate list in the dictionary guidelines. Additionally, the lexicographers can incorporate lexicographical notes (such as box, grammar tables in the back pages, etc.), for more detailed information, especially in cases of different grammatical behavior between the original and target language. They can benefit from the examples of usage to incorporate some of these characteristics, providing the necessary context. Nevertheless, we should keep in mind some restrictions, such as the fact that the examples represent only one of the possible grammatical or syntactic forms (unless we have multiple examples), therefore the lexicographer should make sure to incorporate the most representative one. On the other hand, as they are not explicitly explained as grammatical characteristics, it is possible that the users will not pay the necessary attention and finally will not benefit from this information.

As we have noted, the user would benefit from an adequate amount of information about grammar and syntax of phraseology. Our approach for the improvement of the quality of such information in the bilingual dictionaries includes the use of monolingual and bilingual corpora.

The lexicographer can retrieve examples from such resources, valuable linguistic data which demonstrate the actual grammatical and syntactic behavior of phraseology. Indeed, in our study, after examining a sample of phraseology in the three dictionaries and comparing our findings with the corpus data, we concluded that the corpus can provide a wide variety of information about the grammatical and syntactic features of phraseology which, as we have seen, was missing from the dictionaries. The lexicographers, therefore, can rely on them to select the commonest and most important grammatical and syntactic appearances of an expression. At the same time, they should continue consulting other traditional resources, such as grammar textbooks and other dictionaries. In this way they can have more complete information, which will allow them to filter the corpus occurrences and to decide which is the most salient characteristic that needs to be present in a bilingual dictionary.

9.5 Information on Usage

Usage labels indicate how a word or a phrase is used. This includes various aspects, such as the style, register, geographical distribution, language currency, and technical or general language. Obviously this information has a significant role in bilingual lexicography, since the readers are non-native speakers of at least one of the two languages. The more knowledge they have about the usage of a phraseology, the better they will use it. However, there is no clear division between the usage categories (for example among: formal, colloquial, slang) and there is no consensus even among the linguists about it. Consequently, the lexicographers on the one hand, have no standard criteria for characterizing an expression, and the users on the other, might find the labeling confusing.

In this chapter of our thesis, we have examined the usage labels of the three dictionaries based on the data retrieved from our corpus. It is a positive result of our study that in many cases the usage information was sufficient and correct. For the example:

✓ for God's/goodness/heaven's/pity's/mercy's sake

Oxford	Επιφ
Collins	No label (!)
WordReference	Interj επιφ

Table 9-1 Usage information of “for God’s sake” in the three dictionaries

For this expression, Oxford provides the label in Greek “Επιφ” (Επιφώνημα: interjection). Collins does not give any labels, but includes the exclamation mark (!) to denote offensive usage and finally, WordReference uses the label Interj (interjection) for the English and the equivalent label επιφ (Επιφώνημα: interjection) for the Greek expression.

However, our study has shown that in many cases, the usage labeling was not always sufficient. More specifically, the dictionaries did not provide any usage labels for some phraseological units, while as we have seen from the corpus evidence, they were clearly used in a specific register, field, or style. For example, the phrasal verb *blow away*, even though the corpus evidence show that it has an informal usage, Collins and Oxford do not provide any usage label at all. Additionally, we have noticed a specific inadequacy as regards to phraseology of Latin origin (*ad hoc*, *per se*, etc.), which are usually used in more formal and official contexts. Nevertheless, in several cases, there was no such indication.

Finally, we have noticed that in many cases, while there was a usage difference between the original phraseology and its Greek translation there was no usage indication. This omission might create confusion to the users, who will assume that both English and Greek expressions have an equivalent usage and they will misuse them. Let's see for instance the expression *prior to*:

✓ **prior to**

Oxford	(λογ.) (προ-, πριν από)
Collins	No label (πριν από)
WordReference	No label (πριν, προηγουμένως, νωρίτερα)

Table 9-2 Usage information of "prior to" in the three dictionaries

In this case, we notice that the register of the English expression "prior to", is more formal than its Greek translations "πριν από", "προ-", "πριν", "προηγουμένως", "νωρίτερα". All these expressions have the meaning of "before", but they are not particularly used in a formal style. However, the dictionaries do not take note of this difference in usage between the two languages in this expression. The exception is the Oxford dictionary, which uses the label (λογ.), from "λόγιος" (scholar, literary).

9.5.1 Improvement

As we have seen, the information about the usage of phraseology includes various aspects (style, register, and geographical distribution) and in order for the users to be able to understand and use it properly, this information should be included in the dictionary. For this reason, we have proposed some lexicographical solutions which contribute to the improvement of usage labels in bilingual dictionaries.

Firstly, we consider that including usage labels in both languages is essential. This practice is very important, especially, in case of different register between the two languages. Additionally, in order not to occupy much space, the dictionaries could include instead of – or in addition to – labels, other means to denote the particular usage. This include symbols, specific marks (such as exclamation mark), or other indications. They might also use pictures of cartoons, even emoji, which are increasingly popular in electronic (mainly mobile) communication and the younger generations are more and more familiar with them. These symbols can also be useful to indicate the scale of each usage category, for example the degree of offensiveness, or formality.

Another way to incorporate the information about the usage is to add lexicographical notes - where the space permits, of course – where the lexicographer can explain the special characteristics of the usage in a specific phraseology. Additionally, they can demonstrate the usage of a phrase by the use of real language extracts as the illustrative examples. This practice is common as we have seen for other aspects of linguistic information as well (grammatical information, for example) and is rather useful, as it can show the representative usage of a phraseological unit, and at the same time, it can also contribute to the space economy of a printed dictionary. Finally, a significant point for the indication of the usage of a phrase is the translation equivalent. The lexicographers should make sure to provide the closest equivalent as regards to its language usage and when this is to possible, due to the usage differences between the two languages, they should clearly explain this to the users, by using one of the above mentioned proposals, like usage examples, labels in both languages or lexicographical notes.

In this chapter we have used corpus data in order to extract information about the usage of phraseology examined. Real language extracts can show us the way people actually use a phraseology and this information is very valuable for the dictionaries. Therefore, we believe that in order to improve the overall quality of the lexicographic information, the lexicographers should use bilingual/monolingual corpora as well as other resources, such other (bilingual or monolingual) dictionaries. This material can help them to determine the usage label and to include it in the dictionary.

9.6 Illustrative examples

As we have noted before, the illustrative examples are an important part of a bilingual dictionary, especially for the description of phraseological units. Their presence can have multiple functions, as it can demonstrate the meaning, the usage and also provide a translation in the context of the target language. This helps the user not only for the understanding process, but also for the language production. Yet, we should keep in mind some limitations, such as the fact that the example shows only one (or a few if we have more the one examples) of the possible contexts where the phraseology might appear. However - due to space restrictions - it is not possible to provide an example for every possible usage of a phrase. Especially in printed editions, it is not even possible to have an example for every single phraseological unit. On the other hand – given the restrictions of space again - it might not be always necessary for a bilingual dictionary to include examples for all the phraseological units, particularly, when there is an absolute (or almost absolute) equivalence between the original and the translation, or when the phraseology has rather transparent meaning and relatively simple usage.

In order to assess the quality of the three dictionaries as regards to the illustrative examples, we have examined a sample of phrases comparing the information provided with the corpus findings.

As regards to the quantitative data, all three dictionaries provide plenty of examples, however, WordReference has a much higher coverage ((86.43%, as opposed to 63.35% of Oxford and 63.13% of Collins) than the other two. But we have noticed that in many cases all three dictionaries do not provide illustrative examples for some important phraseological units (*in addition to, after all, in conclusion, etc.*). Another problem we detected was the lack of adequate context. Many examples are short sentences, without many information about the meaning and the usage of the phraseology they include. For example, Oxford dictionary provides the following example for the expression *point of view*:

✓ **from my point of view**

There is no additional information about the usage, context or grammatical/syntactic behavior of this expression and the user does not really benefit from the illustrative example. As we will explain below, we believe that the lexicographer could use bilingual sources, such as parallel corpora to retrieve adequate examples with sufficient context.

Another important issue we examined in relation with the illustrative examples was their translation. Many times the dictionaries provide alternative translations, which is very useful for the users. Here, for example, WordReference provides an additional translation in parenthesis for the illustrative example of the phrasal verb *come on*:

English: Come on! You must be joking!

Greek: Έλα! (or: Όχι δα!) Πρέπει να αστειέσαι!

Another finding of our dictionary examination was the poor translation of illustrative examples. Here are some examples of such cases:

✓ From Oxford: **turn one's brain**

her children's death ~ed her brain

έπαθε το μυαλό της από το θάνατο των παιδιών της

Figure 9-7 Illustrative example for the phrase “turn one's brain” in Oxford

Here in the illustrative example, the lexicographer provides another translation for the expression **turn one's brain**. More specifically instead of the given equivalent: *τρελλαίνω κπ*, literally translated as “make somebody crazy”, they translated as *έπαθε το μυαλό της*, which is a more obsolete and very rare expression to denote the same thing. It would be misleading both to native and non-native users to receive this kind of translation in a dictionary – especially without any explanatory label. We could suggest a more appropriate translation of the specific sentence like the following: *μετά το θάνατο των παιδιών της έχασε το μυαλό της* (literally ‘lost her mind’) or we could use the equivalent provided by Oxford: *μετά το θάνατο των παιδιών τρελάθηκε*.

✓ From Collins: **turned out to be**

The Marvin's house turned out to be an old converted barn

Το σπίτι των Μάρβιν αποδείχθηκε ότι ήταν ένας παλιός τροποποιημένος αχυρώνας

Figure 9-8 Illustrative example for the phrase “turned out to be” in Collins

The problem here lies in the translation of **old converted barn as παλιός τροποποιημένος αχυρώνας**. It actually sounds very odd in Greek, giving the feeling that is a literal translation. A more natural translation of the sentence would have been: *Αποδείχθηκε ότι το σπίτι των Μάρβιν ήταν ένας παλιός αχυρώνας που είχε τροποποιηθεί σε κατοικία*. (‘It turned out that the house of Marvin was and old barn, which had been converted to a residence.’)

✓ From WordReference: **come up with**

I'll have to come up with a plan

Θα πρέπει να επινοήσω (or: εφεύρω) ένα σχέδιο

Figure 9-9 Illustrative example for the phrase “come up with” in WordReference

The problem in this example is that both Greek translations proposed (*να επινοήσω/εφεύρω*) have a different register than the original. In the corpus, we can see various alternative translations, which could be used instead of these equivalents:

TED Parallel EN-GR Corpus:

There's a long list of innovations that we've come up with there that are a little difficult to communicate in this talk, but

Υπάρχει μια μεγάλη λίστα από καινοτομίες που έχουμε βρει τις οποίες είναι λίγο δύσκολο να τις εξηγήσω σε αυτή τη συζήτηση, αλλά –

Well, one of the ways that we can start is to try to come up with some general characteristics

Ένας απο τους τρόπους που μπορούμε να ξεκινήσουμε είναι να προσπαθήσουμε να σκεφτούμε κάποια γενικά χαρακτηριστικά

So I talked -- I had to come up with a plan to figure these things out.

Έπρεπε να σκεφτώ ένα σχέδιο για να βρω μια λύση.

So I had to come up with something to do with the morning, because there's good news in the morning.

Έτσι έπρεπε να σκεφτώ κάτι το οποίο είχε σχέση με το πρωί, επειδή τα καλά νέα έρχονται το πρωί.

Our examination also showed that WordReference in most of the cases presents only an English example. More specifically, they provided translation only for the 17.87% of the examples we examined- in comparison to the other two, which provided translations for all the illustrative examples. This lack of translation can affect the total information received by the user and consequently the effectiveness of the dictionary. As we noted before, these dictionaries are supposed to be used both for encoding and decoding purposes, therefore the presence of a Greek translation is highly necessary.

Finally, we have examined the information provided by the dictionaries about the about the selection and presentation of phraseological units. Among the three, Oxford is the one that includes more relevant data. Collins provides very few information, while WordReference does not include any instructions. Even though it is not certain that the users would actually consult the introductory notes, it is very useful if a dictionary includes as much information as possible, to help anyone that needs clarifications for the better usage of the dictionary.

9.6.1 Improvement

Given the problems we have detected concerning the illustrative examples in the three dictionaries, we have made some suggestions for their improvement. Firstly, we believe that the dictionaries should include as many examples as possible, both for each phraseology separately, and for the various meanings and usages of it. In this way they will provide various contexts and the users will have a better view about the meaning of a phraseology and the way it is used in real language. Of course, we should be realistic about the possibilities of a printed dictionary, where the space is always a parameter that obliges the lexicographers to limit the available material. In these cases, they should apply various criteria in order to decide for which lemmas they will provide example. Some of the criteria that they should have in mind are: their frequency, their importance in original language and their specific peculiarities on the cultural, semantic, grammatical, and stylistic levels, especially, where there is a difference between the original and target language.

Concerning the quality of illustrative examples, we believe that the dictionaries would be improved if the lexicographer would use parallel corpora to extract phrases. These types of texts can offer a variety of real language data, which, additionally, is already translated in the target language. Of course, in order to ensure the better quality of the examples (more context and better translations), some criteria should be fulfilled, such as the appropriate size and the representation of the texts. We believe that corpora, such the one we have created form TED talks ensure the language representation and at the same time the good quality of the translations.

Therefore, we consider it as a very valuable lexicographic resource for the extraction of illustrative examples. On the other hand, as the lexicographers will possibly retrieve a large amount of phrases from the corpus, or the phrases extracted are not always appropriate to be included in a dictionary (very big size, difficult vocabulary, cultural connotations, etc.), they have to be very careful in selecting which one to incorporate. The example should depict the representative usage of phraseology and it should be selected according to the intended dictionary user. This means that in many cases, the lexicographer might need to modify the phrase in order to make it more suitable for a dictionary use.

9.7 Translation equivalents

Translation equivalents are quite possibly the most important element of a bilingual dictionary. In most cases, this is what we are looking for when we search a word. The translation provides both the meaning of the original and the equivalent word-expression in the target language. However, as we have previously noted, it is also one of the most complicated elements. On the one hand, one has to deal with the differences between the original and the target in various levels: cultural, linguistic, stylistic, etc. On the other hand, if we focus on phraseology, there are more complications, such as the metaphorical use, the discursal function and the strong connection to specific contexts and cultural elements. All these elements make the work of the lexicographer even harder, who has to provide an equivalent for each word or expression, as opposed to a translator, for example, who can use a wider range of techniques.

In order to access the quality of the three dictionaries in relation to the equivalents, we adopted a corpus-based approach. More specifically, firstly we identified the translation techniques used in the parallel TED corpus and then we compared the results with the translations provided by the dictionaries. The corpus results revealed very good quality in terms of phraseological translation. Almost 69% of the total entries have been translated by an equivalent phraseology, almost 25% by an explanatory translation (paraphrase), 2.6% have been translated literally, almost 4% have not been translated at all (omission) and finally, only 0.2% were translated incorrectly (mistranslation). Based on these findings, we can conclude that the translations retrieved from these kind of corpora are good candidates to be included as equivalents in bilingual dictionaries.

The next step was to compare these results with the translations of the dictionaries. Our main conclusion was that even though all three dictionaries provide a generally good quality of equivalents, we have detected various problems, for which the corpus consultation can provide a solution for improvement. Many times, even though the equivalent of the dictionary is not bad or wrong, the translation might offer an additional equivalent, which could be good candidate to be included in the dictionary: *In the wake of* => (Corpus) *στη συνέχεια*, (Oxford) *από πίσω, καταπόδι, μαζί, ως επακόλουθο*, (Collins) *ως επακόλουθο, στον απόηχο, στο κατόπι, μετά από* (WordReference). However, we have observed that in many cases the dictionary only gives an explanatory equivalent, while the corpus proposes an idiomatic one: *stops dead in her tracks* => (Corpus) *κοκάλωσε*, (Oxford) *σταματάω απότομα, απόλυτη στάση* (WordReference). Sometimes the equivalent of the dictionary lacks naturalness. In this case the equivalent of the corpus, can give a solution: *be/get out of control* => (Corpus: *It's out of your control*) *Δεν μπορείς να το ελέγξεις*, (Oxford) *αποχαλίνουμαι*. Another problem we detected was that in many examples we examined there was a difference in register between the original and the translation. In these cases, the corpus translation was closer to the register of the original than the proposed dictionary equivalent: *spend*

*a lot of time => (Corpus: spend so little time) περνάμε τόσο λίγο χρόνο, (Oxford) διαθέτω / αφιερώνω πολύ χρόνο για πτ. Additionally, the corpus examination has showed that the corpus can provide different meanings from the ones proposed by the dictionary (almost 9% Oxford, 8% in Collins and 7% in WordReference). This can automatically result additional equivalents: *at the bottom* => (Corpus) μέσα μου, (Oxford) κατά βάθος, (Collins) στο κάτω μέρος. Similarly, additional translations result from the corpus variants. As a significant number of expressions appeared in a different form from that given in the dictionaries (almost 13% in Oxford, 15% in Collins and 10% in WordReference), consequently, different forms of a phraseology could have different equivalents: *something is going wrong* => (Corpus) κάτι δεν πάει καλά, (Oxford: go wrong) α. Ακολουθώ λάθος κατεύθυνση, β. Αποτυγχάνω γ. Στραβώνω, χαλάω.*

9.7.1 Improvement

It goes without saying that good and appropriate translation equivalents signal a bilingual dictionary of high quality. The lexicographers, therefore, should concentrate on how to overcome the difficulties of language and cultural gaps and retrieve the best equivalent, which would transfer the letter and the spirit of the original. This means that the equivalents should ideally transfer the meaning, the usage, as well as the idiomaticity of the original phraseology. Even though the absolute equivalence is not always possible, the lexicographers should make sure to provide the best option. Our main approach regarding the improvement of quality of the translation equivalents in a bilingual dictionary is the use of a parallel corpus. As we have seen in various cases, the corpus can provide additional or better transitions than the equivalents proposed in the dictionaries. It is very important to note that the good translation depends also on the good quality of the corpus. As we proved, texts such as the TED talks provide very good quality of translation. The figures are indicative: almost 69% of phraseology examined has been translated by equivalence, almost 25% by paraphrase, almost 4% of the total entries were not translated at all, 2.6% of the entries were translated literally, and 0.2% were translated incorrectly:

TRANSLATION TECHNIQUE	TRANSLATIONS	PERCENTAGE
equivalence	1032	68.75%
paraphrase	370	24.65%
literal translation	39	2.6%
omission	57	3.8%
mistranslation	3	0.2%
total	1501	100%

Table 9-3 Corpus translation strategies

These numbers are very important, because we can assume that the translations extracted from these kind of corpora can be good candidates to be used as equivalents in a bilingual English-Greek dictionary.

Of course, the lexicographer should also keep in mind the limitations of the corpus. It is possible that in some cases, the corpus translation might not be appropriate for dictionary use. Firstly, the quality of the translator, as well as the human factor are parameters that can lead to incorrect translations. Additionally, another disadvantage of the corpus is that it might be very highly

context-specific. This means that even if it provides an idiomatic translation, it might be used in the specific context only, and consequently, it might be misleading for the user if it is proposed as the single equivalent in a bilingual dictionary.

Apart from consulting parallel corpora, lexicographers also have access to other solutions, which can complementarily support their work for a better translation. These include the usage of monolingual corpora, monolingual dictionaries, bilingual dictionaries (of the same or other language pairs), the usage of thesauri, or other reference material (books, encyclopedias, internet). Finally, they can benefit from consulting other experts, or native speakers of both languages.

Much has been said about the qualities of a good translation, but in a lexicographical context, we should keep in mind some particularities. The lexicographers are restricted by the fact that they cannot make use of any alternative translation method, such as compensation or omission. They have to provide an equivalent no matter what, as argued by Calvo and DeCesaris (2017). Ideally, the equivalent should share the same properties as the original, while they should have the same usage. As this is not always possible, the dictionary maker should try to provide the closest translation and any additional information needed. On the other hand, the lexicographers – as opposed to the translators – can provide more than one possible translations, offering more options to the users. However, the most important difference has to do with the importance of a dictionary translation. The equivalent provided by a dictionary is received by the users as the correct translation of a given word or expression. The dictionary is used as a reference material. For any linguistic question we check the dictionary for the answer. And herein lies the responsibility of lexicographers. They should make the correct examination before introducing any information in the dictionary, as this will be used as a reference and the users will automatically assume that it is correct.

9.8 Chapter Summary

In this chapter we have presented the results of each chapter of our thesis: phraseological coverage, identification and visualization of phraseology, grammatical and syntactic information, usage labels, illustrative examples and translation. We discussed the final findings and we presented the proposals of the thesis for the improvement of the dictionaries in each of the areas examined.

10 THESIS CONCLUSIONS

10.1 Chapter Introduction

The present study aimed to enlighten the problems of bilingual lexicography regarding phraseology representation, focusing on the language pair English-Greek. Among the various lexicographical problems in the description of phraseological units, we can highlight the differences between the two languages and the two cultures, register and grammatical/syntactic properties. Dictionaries were evaluated for their ability to include a wide amount and variety of phraseology, to classify it and to present it clearly to the users. All these, together with other various lexicographic aspects, such as illustrative examples, translation equivalents, and variation of form, have been studied in the present thesis.

As we mentioned, we focused our examination on English-Greek dictionaries. Due to the dominance of English as foreign language in Greece, the bilingual dictionaries of this language pair in this direction are by far the most widely used. Despite that, there are limited options of choice, while the lack of commercial interest on the part of publishing houses and, at the same time, the lack of academic interest, leads to dictionaries of poor quality. In order to address our research problem, we have proceeded to a corpus-based examination of the main editions of English-Greek dictionaries.

The main idea of our approach was to create a parallel corpus collecting texts from TED talks and their Greek translations and based on this corpus to examine phraseological units in bilingual English-Greek dictionaries. In the beginning we conducted a small-scale study in order to assess the feasibility of our method. During this first step, we used a small sample of phraseological units, extracted from 30 TED talks and we examined their coverage in two popular paper editions: Oxford and Collins English-Greek dictionaries. The results showed a rather low percentage of phraseological coverage and this led us to extend our examination by creating a larger corpus. At the same time, we decided to include in our study an electronic dictionary as well, which was WordReference. Based on this larger corpus, we examined a bigger amount of phraseology, in order to verify the low lexicographic coverage of the dictionaries, and also to investigate in detail various aspects of their macrostructure and microstructure (such as usage labels, translation, examples, etc.).

In this chapter we will evaluate the research hypotheses as they were set for that the beginning of our thesis. Then we will present the overall results of our examination and the solutions proposed. We will also proceed to an evaluation of the initial thesis objectives and will discuss the limitations of our study, while referring to the main contributions of our research and the possibilities of future work on the subject.

10.2 Research hypotheses

Our first hypothesis was formulated as follows:

Our first hypothesis is that phraseological units are underrepresented in bilingual dictionaries in general, and more specifically in English - Greek dictionaries. Considering the major complications in the representation of phraseology in bilingual dictionaries, but also given the fact that the lexicographic attention has been focused

mainly on monolingual dictionaries, we assume that existing English-Greek dictionaries are not satisfactory in terms of phraseology representation.

After having examined the representation of phraseology in three major English – Greek dictionaries, in comparison with the data extracted from a parallel corpus, we have concluded that despite their generally good quality, they present a rather poor phraseological description. After having examined several aspects, such as the phraseological coverage, the presentation of phraseology, the information regarding the grammar and syntax, the usage labels, the illustrative examples, and their translation equivalents, we detected various problems and omissions. Therefore, our first hypothesis is verified

Our second hypothesis was stated as follows:

We consider that a parallel corpus can significantly improve the quality of the bilingual dictionaries in general, and particularly the way they represent phraseological units. Given the fact that multiword units occur in context, we assume that parallel corpora - where the translator inevitably propose translation solutions - can provide valuable information, which can help the lexicographer both in microstructure level (provide better equivalents, examples of use, variations, etc.) and in macrostructure (they can show which multiword units worth to be included or not).

In this regard, we have concluded that the parallel corpus has been proven to be a valuable lexicographical resource in various levels. As we have shown in previous chapters, the corpus can help the lexicographer to extract phraseology, as well as to provide indications (based on frequency, text genre, etc.) which are important to be included by the dictionary. At the same time, they provide variations in terms of morphology, grammar, and form, and they provide the valuable context from which the lexicographer can extract information about the grammar, syntax, register, cultural connotations, or can take illustrative examples. Finally, the corpus has provided better translations than the dictionaries that can be incorporated in bilingual dictionaries of general use. Therefore, the second hypothesis has also been verified.

10.3 Overall results and suggestions

Below we will provide a presentation of the main conclusions of our thesis, as well as the suggestions for the improvement of the lexicographic representation of phraseology.

10.3.1 Phraseological Coverage

One of the main conclusions of our study was the rather low percentage of phraseological coverage in the three dictionaries. Even though we do not expect them to include all existing phraseology and all possible variations of it, we have shown the absence of some important elements, such as phraseology with special discursal function, culturally marked, semantically non-transparent idioms, sayings, etc. The corpus data and the comparison with the dictionary findings has revealed the variation of phraseology, as well as the existence of expressions with similar form or meaning. All these options make the lexicographer's decision about the inclusion and exclusion of phraseological elements even more challenging. To improve phraseological coverage in the bilingual dictionaries, we have shown that the use of parallel corpora is advantageous.

10.3.2 Identification and visualization of phraseology

As regards to the ways the dictionaries use to describe phraseology, we have noticed that the three of them use different techniques: abbreviations, symbols, specific highlight with bold font, coloring, position of the entry in the end of the article, or in a separate column, among others. Nevertheless, we have observed that they do not include –at least not in a consistent way- further information about the metaphorical usage, the level of fixedness, while there is no further distinction among the various phraseological categories. For the improvement of this lexicographic area includes the use of labels for the phraseological categories by adopting a basic sub-division, without complicated details that might confuse the readers. Additionally, we have suggested including this information in other parts of the microstructure, such as examples, register label, lemma arrangement, translation, etc. Finally, in combination with the various theoretical approaches, the linguistic corpora can also support the lexicographer to decide upon the appropriate terms and taxonomy and also to determine if a multi-word unit is actually an idiom or not.

10.3.3 Grammatical and syntactic information

After examining the three dictionaries, we noticed that even though they all provide satisfactory data regarding the grammatical and syntactic behavior of phraseology, in many cases, some important details was missing. The existing information is presented by abbreviations, periphrastic labels or through illustrative examples, which requires the users to be familiar with the meaning of the specific labels, and to can have access to explanation about the abbreviations used. We also noticed that that Collins and WordReference provide the indications both in English and in Greek, while Oxford includes the grammatical and syntactic information only for the English phraseology and not for the Greek equivalent. Of course, this practice can create confusion to the users, especially to the non-native Greek speakers and it constitutes an important lack of information, which does not allow the dictionary to have the role of encoding and decoding. In order to improve this field, we suggested that the lexicographers should include the most necessary and basic grammatical and syntactic patterns and characteristics, avoiding as much as possible any detailed and complicated information, which might confuse the users. At the same time, it is important to present – in a consistent way throughout the dictionary - the relevant data as clear as possible, ideally without abbreviations, and with the help of design tools, such as bold font, italics, different coloring etc. or with additional means like lexicographical notes, or through the illustrative examples. Finally, we proposed that the lexicographer can consult parallel corpora, such as TED talks, in order to provide more accurate and contemporary grammatical information, improving in this way the overall quality of the dictionary.

10.3.4 Information on usage

Our study showed that all dictionaries provide some usage labels, but not always in a consistent way. In many cases, we have noticed the absence of important usage details, such as labels for formal or informal usage, Latin expressions, difference in usage source and target language, etc., as opposed to the corpus evidence. In order to avoid such insufficiencies and to improve the content of usage information, we have suggested that the lexicographers should use corpora (bilingual or monolingual), which can demonstrate the way people actually use a phraseology. As regards to the presentation of usage information, we have proposed various methods, such as

the labels, which should be given in both languages. Additionally, they could use other means, such as symbols, marks or other indications, like pictures (i.e. cartoons, emoji, etc.). Finally, the information about the usage can be also incorporated in other parts of the dictionary article, such as the lexicographical notes, or the illustrative examples. While, the correct translation equivalents, which transfer not only the meaning but also the stylistic properties of the phraseology, can also indicate the specific usage of an expression.

10.3.5 Illustrative examples

The examination of the three dictionaries showed that, even though in total they include many illustrative phrases, they did not provide examples for some of phraseology with particular difficulties, for which the users would benefit if they would have the correct information about their usage. On the other hand, many of the examples we examined were short phrases, without the adequate context, and therefore they could not provide all the necessary information about their usage to the dictionary readers. Additionally, we have detected various problems in the translation of many examples, which can be misleading for the users. In order to avoid these types of problems and to provide illustrative examples of good quality, our suggestion was to use parallel corpora (such as TED corpus) as a resource. These kinds of texts provide phrases with adequate context and good translation. The lexicographers in order to achieve a good and representative example should make sure to select the most appropriate phrase, and even to modify it if needed. Generally, our thesis suggests that the dictionaries should include as many examples as possible, and where the space does not permit it they should apply various criteria (such as their frequency, their importance and peculiarities in cultural, semantic, grammatical, stylistic etc. level) in order to decide for which lemmas they will provide example.

10.3.6 Translation Equivalents

Finally, after investigating the translation equivalents of the three dictionaries, we have noticed that despite their generally good quality, they present some incorrect or not particularly appropriate translations. In many cases, the equivalent does not transfer the idiomatic character of the original, it has a different usage (style, register, etc.) from the English expression, or it lacks naturalness. On the contrary, the translations extracted from the parallel corpus we created, had a very high percentage of equivalence. Indeed, the corpus provided more idiomatic translations, closer to the register of the original, which are considered good candidates to be used as dictionary equivalents. On the other hand, as we have seen, the corpus includes a wide range of phraseological variation, both in terms of meaning and morphology, which can result additional dictionary equivalents. Therefore, it would improve significantly the quality of the dictionary if the lexicographer would rely on similar parallel corpora to retrieve translation equivalents. However, they should also keep in mind the restrictions of the data we extract from the corpus and also use additional resources, such as reference material (monolingual corpora, dictionary, thesauri, books, encyclopedias, internet, etc.). Finally, they can benefit from consulting other experts, or native speakers of both languages.

10.4 Thesis objectives

We will proceed below to an evaluation of our initial objectives, in order to determine what has been achieved and what has not been covered.

The general purpose of this research is to examine phraseology as described in English- Greek dictionaries. More specifically, we will compare the results of a corpus-based study with information currently available in the main paper and electronic bilingual English-Greek dictionaries, to detect the problematic zones, as well as the positive aspects in the description of phraseological units in terms of macrostructure and microstructure. Our examination will focus on the phraseological coverage of the dictionaries, as well as the presentation of important information, such as grammar, syntax, labels, illustrative examples, and translation equivalents among others.

We believe that first objective has been sufficiently achieved. As we have seen on the previous chapters, we have conducted a corpus-based examination of three bilingual dictionaries and more specifically we analyzed and provided results for the following areas: coverage of phraseology, identification and indication of phraseological categories, grammatical/syntactic information, usage labels, illustrative examples and translation equivalents. Based on the results of our analysis, we presented the problems detected, as well as the positive points of the dictionaries and at the same time we have made suggestions for their lexicographic improvement. Nevertheless, our examination had some limitations, mainly due to time restrictions. We were not able to proceed to further analysis of other aspects of macrostructure and microstructure, such as the lemmatization of phraseology, the lexicographic definitions, or a fine-toothed analysis of meaning.

At the same time, it is within the objectives of this research project to examine and evaluate the potential of a parallel corpus as a lexicographic resource in terms of the representation of phraseological units in bilingual dictionaries. On the one hand, we want to investigate which kinds of texts are good candidates to be included in a parallel corpus for this specific purpose, and on the other, we want to see if the information provided by a parallel corpus can be used by the lexicographer in order to improve existing dictionary entries.

Considering the steps followed throughout our study, we believe that we have also achieved our second objective. More specifically we examined the various lexicographical aspects of phraseology – as we described above- based on the evidence extracted from a parallel corpus that we created from TED talks. Given the nature of these texts we concluded that they provide a language sample appropriate for such study and therefore, good candidate for lexicographical reference material. We have proven that it would significantly improve phraseological representation and the general quality of the bilingual dictionaries if the lexicographers rely on such corpora. On the other hand, due to practical limitations (limited availability of resources, and tools) we could not enrich our corpus with more material as initially planned. We have also had some doubts about the total size of the corpus we used as in certain occasions, as the corpus results were not sufficient to fully describe the use of some phraseology examined.

Among the various parameters, our research will focus on the translation equivalents and will aim to contribute to the debate on the nature of equivalence. In particular, we will examine how lexicographers and translators deal with equivalence and how dictionaries could benefit from the work of the latter.

In this study we have dedicated a chapter to the translation equivalents. We have studied both the corpus translations and the dictionaries proposed equivalents in order to compare them. We

have analyzed various translation problems that we detected, such as the lack of naturalness, the difference in usage between the original and the translation, the transfer of idiomaticity, as well as the challenge of translating the culturally marked phraseology, etc. As we have proven, the translations made by professional translators, combined with the appropriate editing can provide equivalents of good quality, which can be incorporated in bilingual dictionaries. We believe that the subject of equivalence has much more research potential. In our study we attempted to include it to the overall study of lexicographical description of phraseology and therefore, we have limited our analysis to the sample of phraseology examined and to the specific language pairs.

The results of our research will help us to assess existing English-Greek dictionaries and to provide solutions for improvement, both for this language combination and for bilingual dictionaries in general. More specifically, our analysis aims to make a lexicographical proposal - which could be applied to many language combinations - on how bilingual dictionaries should include more information on phraseology, and how this information could be better accessible to the user.

Indeed, in our thesis we focused on providing our proposals for the improvement of the representation of phraseology in English-Greek dictionaries. Our main approach was the use of a parallel corpus created by texts, such as the TED talks and their translations, but at the same time we have made suggestions which aim to improve the way the lexicographer present the information relevant to phraseology. All these proposals can be applied to other language pairs as well. However, our research did not cover the subject of the accessibility of phraseology in macrostructure and microstructure of bilingual dictionaries and this issue deserves further study. This is a very important parameter for the quality of dictionary users' experience, which affects their perception about its overall quality, especially in paper editions.

As we have seen above, phraseology is not as fixed as we usually believe; rather, phraseological units tend to appear in variation. Thus, a part of our study will focus on how the variation of phraseological units could be adequately represented both in paper editions (where the space is limited) and in electronic dictionaries (where there is no limitation on space).

Throughout our project, we have worked towards this objective and we have presented our results regarding the variation of phraseology as regards to the morphology, the grammatical/syntactic behavior and the meaning. We believe that we have covered a satisfactory portion of the subject, but due to the limitations indicated by the general scope of the thesis, we were not able to focus further on the topic. There is more room for future investigation of phraseological variation both on the linguistic and lexicographic levels.

Finally, due to their cultural connotations and communicative nature, the use of phraseological units cannot be separated from pragmatics and for this reason we aim to propose ways on how to incorporate pragmatic information into bilingual dictionaries.

Even though we have dedicated a part of our thesis in the cultural and pragmatic elements of phraseology, this was limited mainly to the translation level. More specifically, we analyzed the translation of the culturally marked phraseology and the way the lexicographer should treat this problem, while we discussed how appropriate is to include this kind of phraseology in bilingual dictionaries of general use. We were not able due to the time limitations to proceed to further

examination of the subject and to make a complete lexicographical proposal, which could be done for a specific dictionary project in the future.

10.5 Contribution

The basic goal of the present study was to address the issue of bilingual phraseology and its lexicographic description. As we have already pointed out, there is rather limited research activity on bilingual phraseology as regards to the language pair Greek and English and our study, therefore, contributes significantly to this discussion. There has not been any similar research about phraseology in English-Greek dictionaries, and the present thesis attempts to cover this academic gap adequately. Indeed, up to present, there is no similar comparative study of the specific three dictionaries at any level of their macrostructure or microstructure. The results of our research, such as the low phraseological coverage, the problems with translation equivalents, usage grammatical and syntactic information, illustrative examples, presentation of phraseology, etc., can help the publishing houses to identify their main problematic areas and proceed to the improvement of the present editions based these indications.

Furthermore, in the present thesis we have presented a lexicographical proposal for the improvement of the representation of phraseology. Our method, which is based on parallel corpus consultation, as well as the solutions proposed on the various lexicographical problems, can be applied in the creation of lemmas which contain phraseology in bilingual dictionaries. Even though our research was focused on English and Greek, the specific model can be used in other language pairs as well. The use of a parallel corpus for the extraction of various information, such as the candidate dictionary entries, grammatical or syntactic information, translation equivalents, usage labels, illustrative examples, is not necessarily limited in multiword elements, but it can be applied to single word lemmas as well.

As we have mentioned, a significant point of the present research is the use of parallel corpora for the examination, as well as the improvement of the phraseological description in the bilingual dictionaries. Of course, the lexicographic exploitation of parallel corpora is a subject that has been widely explored by linguists, both in theoretical and practical terms. Nevertheless, the innovation of our approach was the creation of a corpus based on a specific type of texts, TED talks. These kinds of texts contain linguistic extracts of contemporary language, various thematic areas, a combination of oral and written speech, and a vocabulary appropriate for dictionary inclusion. At the same time, these texts are openly available access, while their translation have a rather high level of quality. Therefore, a parallel corpus made from similar texts has been proven to be sufficient for bilingual lexicography. Additionally, the consultation of parallel corpora, such as TED talks can have other applications, specifically in translation and translation training.

10.6 Limitations

The present thesis aimed to give an overall idea of the presence of phraseology in bilingual dictionaries. For this reason, we tried to cover as many aspects of microstructure and macrostructure as possible. This practice allowed us to have a general evaluation of bilingual dictionaries but - as we mentioned above - due to the time dedicated for each chapter, we were not able to study some areas, such as the lemmatization of phraseology, the lexicographic

definitions, the analysis of the meaning etc. or to go in depth in some subjects, such as the translation equivalence, cultural connotations, variation etc. At the same time, despite our initial intent, the corpus was limited to a specific size and to TED talks. This was due to the limited availability of resources and tools, in combination with the fact that the corpus we created has been considered as adequate for the purposes of our research. On the other hand, even though we tested a tool for automatic phraseology extraction, due to the poor results, we could not apply any automatic method and we extracted the phraseology manually.

Finally, we did not propose any specific examples of improved entries because the thesis is focused on showing the shortcomings of the currently available dictionaries and on how this information can be used to improve them. Our approach can be generally applied in dictionary projects, but in order to provide a specific entry model, we need to know the predetermined specifications of the dictionary, which include the target audience, the approximate number of headwords, the form (paper, electronic, mobile application, etc.) among others.

10.7 Future research

The subject of phraseology is versatile and unlimited. As we have mentioned, there is generally little academic research on this matter. Every new research attempt contributes to the solution of this linguistic puzzle, however there are many aspects that still are not covered and certainly there is much room for future work.

As we have noted above, in the present study we attempted to examine a wide range of lexicographic aspects regarding phraseology description, but due to various restrictions, some of the subjects, such as lemmatization, lexicographic definitions, the analysis of the meaning, the cultural connotations and their translation, etc. have not been adequately covered. These insufficiencies provide prospects for future investigation, which will contribute to the discussion about the quality of bilingual dictionaries as regards to phraseology representation.

Various aspects of the present study can give the spark for further research possibilities. Regarding the resource, which was the parallel corpus, it could be extended in size and also enriched with other types of translated corpora, such as literature, cinematographic or television scripts, documents of European Union, translated minutes from official EU or UN meetings, and other similar resources. At the same time, as we have seen, we were not able to use a tool for automatic extraction of phraseology from our corpus and we preceded to use a manual extraction procedure. There are many studies dedicated on the matter, however, we believe that there is much space for further work in order to improve the existing tools or discover new methods and totally different approaches.

Regarding the subject of equivalence and translation of phraseology, one can dedicate specialized studies for the examination of the cultural connotations. As we have seen, phraseology is highly connected with a specific culture and it would be very interesting to investigate the role of this connection both in translation and in lexicographical level. Given the fact that English is practically a universal language and a dominant culture, we are likely to be familiar with a big portion of cultural elements originating from the Anglo-Saxon world. At the same time, due to the size of the linguistic material produced in English, we expect to find more resources of translated texts from this language. On the contrary, the cultural context of smaller languages, such as modern Greek – despite the fact that the classical Greek civilization had a great influence

on the modern word – is not particularly popular outside Greek-speaking territories. Therefore, it would be very interesting to study how one can deal with the translation and the lexicographical description of culturally marked phraseology of less commonly spoken languages, such as Greek, for which there are limited linguistic resources and limited knowledge about their cultural background.

It would also be interesting to extend this lexicographical study to the opposite language direction: to study the Greek-English dictionaries. As we have commented, these kinds of dictionaries function both for encoding and decoding purposes, therefore the expectations are rather high. As we have seen in the present study, the English-Greek dictionaries present some important insufficiencies. In order to have an overall idea, it is important to see how the dictionaries of the opposite language direction is dealing with the issues we have investigated here.

Finally, we believe that the method used in the present thesis can be used to the lexicographic examination of other elements, other than phraseology, such as various types of verbs, compound nouns, colors, and proper nouns. Dictionaries, and bilingual dictionaries in particular, represent words better than they represent phrases, yet the people consulting a dictionary need information about phrases just as much as they do about words. We believe our study is a first step towards providing them with better bilingual resources.

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12 APPENDICES

12.1 APPENDIX 1: Greek Phraseography

GREEK PHRASEOGRAPHY		
Category	Reference	URL
Modern Greek		
	Μπουσούνη - Γκεσούρα, Λία. 1.864 παροιμίες και γνωμικά. Ξέρουμε τι σημαίνουν; / Λία Μπουσούνη - Γκεσούρα, Ίνα Αναγνωστοπούλου. - Αθήνα : Μεταίχμιος, 2014. - 292σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=196632
	Κατσάρος, Βύρων Γ. Ένστικτα και "άμυνες" σε παροιμίες και γνωμικά / Βύρων Γ. Κατσάρος. - Αθήνα : Δίαυλος, 2014. - 82σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=196788
	Ευαγγέλου, Ιάσων. Γνωμολογικό λεξικό : Ενοιών γενικής παιδείας / Ιάσων Ευαγγέλου. - Αθήνα : Αγγελάκη Εκδόσεις, 2012. - 576σ. · 24x17εκ. ----- -----	http://www.biblionet.gr/main.asp?page=results&Titlesid=183976 http://www.biblionet.gr/main.asp?page=results&Titlesid=126939
	Ευαγγέλου, Ιάσων. Γνωμολογικό λεξικό / Ιάσων Ευαγγέλου. - 4η έκδ. - Αθήνα : Εκδόσεις Βερέττας, 2007. - 406σ. · 24x17εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=25065
	Μητσόπουλος, Γιώργος Ν. Λεξικό παροιμιακού λόγου : Από την ιστορία, τη μυθολογία και τη λογοτεχνία αρχαία, ελληνική, ρωμαϊκή, βυζαντινή, νέα ελληνική και ξένη / Γιώργος Ν. Μητσόπουλος. - Αθήνα : Επικαιρότητα, 1999. - 247σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=50803
	Δασκαλάκης, Νικόλαος Γ. Γνωμικά και παροιμίες : Ως αποδεικτικοί λόγοι των εκθέσεων ιδεών, μετά λεξικού εννοιών και κυρίων ονομάτων / Νικολάου Γ. Δασκαλάκη. - Αθήνα : Ιδιωτική Έκδοση, 1970. - 189σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=199652
	Χριστοφορίδης, Χριστόφορος. Γνωμικά, παροιμίες, εκφράσεις / Χριστόφορος Χριστοφορίδης. - Θεσσαλονίκη : Εκδόσεις Κυριακίδη Μονοπρόσωπη ΙΚΕ, 2014. - 160σ. · 24x17εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=87220
	Αποστολάκης, Γεώργιος Ε. Ελληνική λαϊκή σοφία : 1.400 επιλεγμένες κρητικές και άλλες παροιμίες, θυμοσοφίες, παροιμιώσεις και λαϊκές εκφράσεις / Γεωργίου Ευαγγ. Αποστολάκη. - Αθήνα : Εκδοτικός Οίκος Α. Α. Λιβάνη, 2003. - 456σ. · 24x17εκ. ---- τομος Α'	http://www.biblionet.gr/main.asp?page=results&Titlesid=87222
	Αποστολάκης, Γεώργιος Ε. Ελληνική λαϊκή σοφία : 1.400 επιλεγμένες κρητικές και άλλες παροιμίες, θυμοσοφίες, παροιμιώσεις και λαϊκές εκφράσεις / Γεωργίου Ευαγγ. Αποστολάκη. - Αθήνα : Εκδοτικός Οίκος Α. Α. Λιβάνη, 2003. - 393σ. · 24x17εκ. ---- τομος Β'	http://www.biblionet.gr/main.asp?page=results&Titlesid=201403
	Παπανικολάου, Νίκος Κ. Ακούσματα δια στόματος του λαού : Ρήσεις, παροιμίες, φράσεις και άλλα / Νικόλαος Κων/νου Παπανικολάου. - Αθήνα : Αγγελάκη Εκδόσεις, 2014. - 704σ. · 24x17εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=204613
	Νατσούλης, Τάκης. 3.000 λέξεις και φράσεις παροιμιώδεις / Τάκης Νατσούλης. - Αθήνα : Σμυρνωτάκη, 2014. - 832σ. · 24x17εκ. ----- -----	http://www.biblionet.gr/main.asp?page=results&Titlesid=174716
	Νατσούλης, Τάκης. 3.000 λέξεις και φράσεις παροιμιώδεις : Προέλευση, ετυμολογία, ερμηνεία, αλληγορία / Τάκης Νατσούλης. - Αθήνα : Εμπειρία Εκδοτική, 2011. - 829σ. · 25x18ε	http://www.biblionet.gr/main.asp?page=results&Titlesid=174716

	Βυζαριάνη - Τσάκου, Μέλη. Τα λογόθυμα : Μικρές ιστορίες με 313 παροιμιώδεις φράσεις από τη λαϊκή μας παράδοση / Μέλη Βυζαριάνη - Τσάκου. - Χίος : Άλφα Πι, 2012. - 218σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=181940
	Νατσούλης, Τάκης. Λέξεις και φράσεις παροιμιώδεις : Προέλευση, ετυμολογία, ερμηνεία / Τάκης Νατσούλης. - 12η έκδ. - Αθήνα : Συμρινωτάκη, 2007. - 749σ. · 25x17εκ. - (Αστεριάς)	http://www.biblionet.gr/main.asp?page=results&Titlesid=52628
	Συμρινωτάκης, Γιάννης Κ. 17.000 ελληνικές παροιμίες : Ταξινομημένες θεματικά / Γιάννης Συμρινωτάκης, Γιάννης Σηφάκης. - Αθήνα : Συμρινωτάκη, 2008. - 684σ. · 25x18εκ. - (Αστεριάς)	http://www.biblionet.gr/main.asp?page=results&Titlesid=129253
	Παπαγεωργίου, Ανδρέας. Παροιμίες και παροιμιακές φράσεις από την άσπρη λέξη / Ανδρέας Παπαγεωργίου · εικονογράφηση Γιάννης Στύλος. - 2η έκδ. - Αθήνα : Άσπρη λέξη, 2008. - 80σ. : εικ. · 21x14εκ. ----- Παπαγεωργίου, Ανδρέας. Παροιμίες και παροιμιακές φράσεις από την άσπρη λέξη / Ανδρέας Παπαγεωργίου · εικονογράφηση Γιάννης Στύλος. - 1η έκδ. - Αθήνα : Άσπρη λέξη, 2006. - 96σ. : εικ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=127657 ----- http://www.biblionet.gr/main.asp?page=results&Titlesid=122572
	Τσορώνη - Γεωργιάδη, Γιολάντα. Γιατί το λέμε έτσι... : Η προέλευση, η ερμηνεία, η αλληγορική σημασία λέξεων και φράσεων του λαού μας / Γιολάντα Τσορώνη - Γεωργιάδη. - 1η έκδ. - Αθήνα : Ωρίων, 2007. - 507σ. · 25x17εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=116074
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	Τλούπα, Σαπφώ. Ευχές, ξόρνια, κατάρες, εκφράσεις θυμού / Σαπφώ Τλούπα. - 1η έκδ. - Θεσσαλονίκη : University Studio Press, 2001. - 139σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=65804
	Σιαρτσής, Σωκράτης Α. Φράσεις του λαϊκού λόγου / Σωκράτης Α. Σιαρτσής. - Αθήνα : Ελληνικά Γράμματα, 1997. - 294σ. · 21x13εκ. - (Λαϊκή Λογοτεχνία) ----- Σιαρτσής, Σωκράτης Α. Φράσεις του λαϊκού λόγου / Σωκράτης Α. Σιαρτσής. - Αθήνα : Ελληνικά Γράμματα, 1998. - 223σ. · 21x13εκ. - (Λαϊκή Λογοτεχνία)	http://www.biblionet.gr/main.asp?page=results&Titlesid=9920 ----- http://www.biblionet.gr/main.asp?page=results&Titlesid=4729
	Γιόκα, Ασπασία. Αποστάγματα ανθρώπινης σοφίας : Αποφθέγματα, ρητά, γνωμικά / Ασπασία Γιόκα. - Αθήνα : Ταμβός, 2014. - 180σ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=198886
	Ανθολογία γνωμικών και επιγραμματικών φράσεων : Από την αρχαιότητα ως την εποχή μας / ανθολόγηση Ηλίας Ν. Μιχάλης. - Αθήνα : Καλέντης, 1997. - 197σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=42477
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	Παΐσιος, Νικόλαος Α. Παροιμίες από την αρχαιότητα μέχρι σήμερα και νεοελληνικές φράσεις / Νικόλαος Αναστασίου Παΐσιος. - 1η έκδ. - Αθήνα : Liberal Books, 2013. - 411σ. · 25x18εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=186577
	Παπαθανασίου, Κωνσταντίνος Σ., ερευνητής. Απάνθισμα σοφίας : Συλλογή γνωμικών και αποφθεγμάτων από την αρχαιότητα μέχρι σήμερα / Κωνσταντίνος Σωκρ. Παπαθανασίου. - Αθήνα : Πύρινος Κόσμος, 1987. - 451σ. · 24x17εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=38804
	Συμεώνογλου, Χρίστος. Ανθολογία γνωμικών και παροιμιών : Χρήσιμο βοήθημα για την έκθεση ιδεών / Χρίστος Συμεώνογλου. - 1η έκδ. - Αθήνα : Planus Stores, 2007. - 283σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=127847
	Φραγκουδάκη, Αικατερίνη. Ανθολόγιον σοφών γνωμικών / Αικατερίνη Φραγκουδάκη, Αδαμαντία Φραγκουδάκη. - 1η έκδ. - Αθήνα : Αϊβαλή, 2008. - 129σ. · 24x17εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=133118
	Αναγνωστοπούλου, Ίνα. 1.864 παροιμίες και γνωμικά [e-book] : Ξέρουμε τι σημαίνουν; / Ίνα Αναγνωστοπούλου, Λία Μπουσούνη - Γκεσούρα. - Αθήνα : Μεταίχμιο, 2011. - 289σ. ----- Αναγνωστοπούλου, Ίνα. 1.864 παροιμίες και γνωμικά: ξέρουμε τι σημαίνουν; / Ίνα Αναγνωστοπούλου, Λία Μπουσούνη - Γκεσούρα · επιμέλεια Ελένη Κεχαγιόγλου. - Αθήνα : Δημοσιογραφικός Οργανισμός Λαμπράκη, 2013. - 251σ. · 20x14εκ. - (Τα Νέα)	http://www.biblionet.gr/main.asp?page=results&Titlesid=168197 ----- http://www.biblionet.gr/main.asp?page=results&Titlesid=189219
	Πολύτιμα πετράδια : Ρητά, γνωμικά, αποφθέγματα, στοχασμοί, παροιμίες / ανθολόγηση Αθανάσιος Ι. Αναστόπουλος. - Αθήνα : Σαΐτης, 2011. - 190σ. · 24x17εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=190728
	Μιχαήλ - Δέδε, Μαρία. Παροιμίες, γνωμικά και η ερμηνεία τους / Μαρία Μιχαήλ - Δέδε. - 1η έκδ. - Αθήνα : Δαμιανός, 1999. - 126σ. · 21x14εκ. - (Ελληνική Παράδοση)	http://www.biblionet.gr/main.asp?page=results&Titlesid=49856
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	Καρυδογιάννη, Χριστίνα. Αποστάγματα λόγου : Γνωμικά αποφθέγματα σε πεζό και έμμετρο λόγο / Χριστίνα Καρυδογιάννη. - 1η έκδ. - Αθήνα : Ιωλκός, 2003. - 86σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=82541
	Διαρκής σοφία : Αποφθέγματα, παροιμίες, γνωμικά / επιμέλεια Νικόλαος Γ. Φίλιππιδης. - 1η έκδ. - Αθήνα : Ίαμβος, 2007. - 196σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=121200
	Κυριακίδης, Βασίλης. Γνωμικά : Εγκόλπιο σοφίας / Βασίλης Κυριακίδης. - Αθήνα : Κυριακίδης Β., 1997. - 260σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=18447
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	Θησαυρός 10.000 γνωμικών και αποφθεγμάτων / επιμέλεια Νικηφόρου Βρεττάκου. - Αθήνα : Διαγόρας Mandeson Άτλας, [χ.χ.]. - 558σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=42510
	Πολίτης, Νικόλαος Γ., 1852-1921. Μελέται περί του βίου και της γλώσσης του ελληνικού λαού [e-book] : Παροιμίες / Νικόλαος Γ. Πολίτης. - Αθήνα : Πελεκάνος, 2014. - (Βιβλιοθήκη Μαρασλή)	http://www.biblionet.gr/main.asp?page=results&Titlesid=196745

	Βυζαριάνη - Τσάκου, Μέλη. Τα λογόθυμα : Μικρές ιστορίες με 313 παροιμιώδεις φράσεις από τη λαϊκή μας παράδοση / Μέλη Βυζαριάνη - Τσάκου. - Χίος : Άλφα Πι, 2012. - 218σ. · 21x14εκ	http://www.biblionet.gr/main.asp?page=results&Titlesid=181940
	Παπανικολάου, Νίκος Κ. Ακουσματα δια στόματος του λαού : Ρήσεις, παροιμίες, φράσεις και άλλα / Νικόλαος Κων/νου Παπανικολάου. - Αθήνα : Αγγελάκη Εκδόσεις, 2014. - 704σ. · 24x17εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=201403
	Φερεντίνου, Αθηνά. Έτσι το λέει ο λαός : Παροιμίες / Αθηνά Φερεντίνου. - 1η έκδ. - Αθήνα : Ενάλιος, 2008. - 359σ. · 21x14εκ. - (Λαογραφία)	http://www.biblionet.gr/main.asp?page=results&Titlesid=128546
	Κολέτσος, Δημήτριος Ι. Ο θησαυρός των παροιμιών : Απαύγασμα σοφίας και πείρας / Δημήτριος Ι. Κολέτσος. - 1η έκδ. - Αθήνα : Δεδεμάδης, 2009. - 501σ. · 24x17εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=152694
	Κιουρτσίδου, Αλεξία. Παροιμίες, ρητά, λογοπαίγνια... / Αλεξία Κιουρτσίδου. - 1η έκδ. - Αθήνα : Ελληνική Πρωτοβουλία, 2009. - 144σ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=150862
	Πεχλιβανίδου, Ευαγγελία - Αγγελική. Δάσκαλε εσύ, σοφέ λαέ μου, με ρητά και παροιμίες διδάξε μου : Ποιητικά βήματα στις παροιμίες του λαού μας / Ευαγγελία - Αγγελική Πεχλιβανίδου · εικονογράφηση Ηλίας Λάλος. - 1η έκδ. - Θεσσαλονίκη : Πεχλιβανίδου Ευαγγελία - Αγγελική, 2010. - 144σ. : εικ. · 21x23εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=157043
	Δουλαβέρας, Αριστείδης Ν. Νεοελληνικός παροιμιακός λόγος / Αριστείδης Ν. Δουλαβέρας. - 1η έκδ. - Θεσσαλονίκη : Σταμούλης Αντ., 2010. - 306σ. · 24x17εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=157075
	Παροιμιαί δημώδεις / επιμέλεια Ι. Βενιζέλου. - Αθήνα : Επικαιρότητα, 1998. - 359σ. · 21x15εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=3550
	Τότσιας, Φαίδωνας. Ελληνικές παροιμίες / Φαίδων Τότσιας. - Θεσσαλονίκη : Μπαρμπουνάκης Χ., [χ.χ.]. - 201σ. · 21x12εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=77566
	Παροιμίες, ευχές, σοφά λόγια / επιμέλεια Β. Δ. Αναγνωστόπουλος · εικονογράφηση Μαρία Θεοδοπούλου. - Αθήνα : Εκδόσεις Καστανιώτη, 1995. - : εικ. · 14x9εκ. - (Από τη Λαϊκή μας Παράδοση · 8)	http://www.biblionet.gr/main.asp?page=results&Titlesid=45320
	Έξαρχος, Γιώργης Σ. Το αλφαβητάρι των παροιμιών : Μια συλλογή από 1.001 παροιμίες με όμορφες παραβολές και ερμηνείες / Γιώργης Έξαρχος. - 1η έκδ. - Αθήνα : Δίαυλος, 2007. - 205σ. · 12x8εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=120859
	Γκρένα - Τσιλαλή, Καλομοίρα. Παροιμίες και γνωμικά απ' όλη την Ελλάδα / Καλομοίρα Γκρένα - Τσιλαλή. - 1η έκδ. - Αθήνα : Δρόμων, 2012. - 111σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=183356
Specific topics		
about Greece and Greeks	Γερακέας, Ηλίας. Για την Ελλάδα μας και τους Έλληνες : Γνωμικά και ρήσεις / Ηλίας Γερακέας. - Θεσσαλονίκη : Κάδμος, [χ.χ.]. - 333σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=76745
from the Bible	Παπαζαφειρή, Ιωάννα. Ρήσεις, γνωμικά, φράσεις από τις Γραφές / Ιωάννα Παπαζαφειρή. - Αθήνα : Σμίλη, 1995. - 163σ. · 21x13εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=36091
about wedding	Βαρουχάνη, Τίνα. Γάμος παροιμιώδης ή οι παροιμίες αλλιώς / Τίνα Βαρουχάνη. - Αθήνα : Οσελότος, 2015. - 32σ. · 17x12εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=206580
agriculture	Μπούκας, Γρηγόρης. Αγροτικές παροιμίες : Με σπάνιες φωτογραφίες / Γρηγόρης Μπούκας, Μαρία Μπούκα. - 1η έκδ. - Αθήνα : Καλλιεργητής, 2013. - 160σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=186108
criminals' phraseology	Πετρόπουλος, Ηλίας, 1928-2003. Παροιμίες του υποκόσμου / Ηλία Πετρόπουλου. - Αθήνα : Νεφέλη, 2013. - 49σ. · 21x13εκ. - (Άπαντα Ηλία Πετρόπουλου)	http://www.biblionet.gr/main.asp?page=results&Titlesid=73789

curse and taboo phraseology	Βωμολοχικές σκανδαλιστικές ελληνικές παροιμίες / επιμέλεια Θωμάς Κοροβίνης · εικονογράφηση Τάσος Παυλόπουλος. - 3η έκδ. - Αθήνα : Άγρα, 2009. - 112σ. : εικ. · 17x12εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=4019
nice phraseology	Ωραίες φράσεις : Αποφθέγματα, στίχοι, γνωμικά, παροιμίες, δημώδη, ρητά / επιμέλεια Χρήστος Κ. Ζαμπούνης. - 1η έκδ. - Αθήνα : Φερενίκη, 2009. - 258σ. · 17x12εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=149028
from Shakespear's work	Δαμιανάκου, Βούλα. Παροιμίες και ρήτρες από το έργο του Σαίξπηρ / Βούλα Δαμιανάκου. - Αθήνα : Επικαιρότητα, 1998. - 174σ. : εικ. · 17x11εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=5197
Classical Greek		
	Μπάρακιλης, Χαράλαμπος. Γνωμικά και παροιμίες : Γνωμικά και αποσπάσματα των αρχαίων Ελλήνων: Παροιμίες, παροιμιακές φράσεις, γνωμικά διστιχα / Χαράλ. Μπάρακιλη · μετάφραση Χαράλ. Μπάρακιλη. - 8η έκδ. - Αθήνα : Βιβλιοπωλείον της Εστίας, 1998. - 281σ. · 24x17εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=54297
	Παπαδόπουλος, Νίκος Α. Ο κόσμος της αρχαίας ελληνικής σοφίας : Γνωμικά, ρητά, αποφθέγματα, βιογραφικά / Νίκος Α. Παπαδόπουλος. - Θεσσαλονίκη : Μπίμπης Στερέωμα, 2003. - 170σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=98045
	Ζαχαριά - Καραγιάννογλου, Αγγελική. Αρχαϊστικά και παροιμιώδη : Η σημασία και η προέλευση λόγων και παροιμιωδών φράσεων / Αγγελική Ζαχαριά. - 1η έκδ. - Αθήνα : Βασιλείου Γεώργιος, 2013. - 491σ. · 21x14εκ. - (Αρχαίοι Συγγραφείς · 2)	http://www.biblionet.gr/main.asp?page=results&Titlesid=149868
	Αρχαία ελληνικά γνωμικά Ι : Τα αποφθέγματα των Προσωκρατικών / ανθολόγηση Νίκος Μουλακάκης · μετάφραση Νίκος Μουλακάκης. - Αθήνα : Επικαιρότητα, 1994. - 63σ. · 17x11εκ. - (Αρχαία Ελληνική Κληρονομιά · 2)	http://www.biblionet.gr/main.asp?page=results&Titlesid=24875
	χ.ό. Γνωμικά των παλαιών φιλοσόφων : Βιβλιόριον χρησιμώτατον: Προς διακόσμησιν ηθών, και ενάρτεον πολιτείαν / χ.ό. - Αθήνα : Εκδόσεις του Φοίνικα, 2006. - 132σ. · 15x10εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=113964
	Καλλίνικος, Κωνσταντίνος Ν. Παροιμιαί Σολομώντος / Κωνσταντίνου Ν. Καλλινίκου. - 2η έκδ. - Αθήνα : Παρουσία, 1998. - 223σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=55954
	Αρχαίες ελληνικές παροιμίες : Επιλογή από το Corpus Paroemiographorum Graecorum / μετάφραση Νίκος Μουλακάκης · επιμέλεια Νίκος Μουλακάκης. - 2η έκδ. - Αθήνα : Επικαιρότητα, 1994. - 229σ. · 17x11εκ. - (Αρχαία Ελληνική Κληρονομιά · 4)	http://www.biblionet.gr/main.asp?page=results&Titlesid=24879
	Γιαλούρης, Θανάσης. Η σοφία των αρχαίων Ελλήνων για παιδιά και για νέους : Η σκέψη και τα γνωμικά των αρχαίων σοφών με την εξήγηση και τα διδάγματά τους / Θανάσης Γιαλούρης, Γιάννης Αναστασιάδης. - Αθήνα : Αναστασιάδης, 1994. - 214σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=46512
Classical Greek and Roman	Schuhmann, Elisabeth. Γνωμικά Ελλήνων και Ρωμαίων / Elisabeth Schuhmann · μετάφραση Δημοσθένη Γ. Γεωργοβασίλη · εικονογράφηση Karl - Georg Hirsch. - 4η έκδ. - Αθήνα : Παπαδήμας Δημ. Ν., 2005. - 175σ. : εικ. · 17x13εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=29046
Classical, Byzantine and modern Greek	Στρατηγάκης, Κώστας. Παροιμίες, ρητά, γνωμικά : Νεοελλήνων, βυζαντινών, αρχαίων / Κ. Στρατηγάκης. - 1η έκδ. - Αθήνα : Σαββάλας, 2005. - 281σ. · 24x17εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=101902
Classical-modern Greek and English	Greek Proverbs = Αρχαίες ελληνικές παροιμίες : Ελληνικές παροιμίες / ανθολόγηση D. S. Baker · εικονογράφηση Grahame Smith. - 1η έκδ. - Αθήνα : Παπασωτηρίου, 2007. - 71σ. : εικ. · 18x13εκ. Πολύγλωσση έκδοση: αρχαία ελληνικά, νέα ελληνικά, αγγλικά.	http://www.biblionet.gr/main.asp?page=results&Titlesid=124020

Classical Greek, Roman, Greek and Albanian	Στράτης, Μιχάλης. Παροιμίες : Αρχαίες ελληνικές, ρωμαϊκές, νεοελληνικές, αλβανικές / Μιχάλης Στράτης. - 1η έκδ. - Θεσσαλονίκη : Ιανός, 2006. - 253σ. · 17x10εκ. - (Μικρός Ιανός)	http://www.biblionet.gr/main.asp?page=results&Titlesid=114067
Regional		
Thesprotia	Καψάλης, Γεώργιος Δ. Οι παροιμίες του θεσπρωτού λόγιου Κώστα Αθ. Μιχαηλίδη : 6121 χειρόγραφες παροιμίες σε αλφabetική και ληματοθετική κατάταξη: Συγκριτική μελέτη, ευρετήριο / Γεώργιος Δ. Καψάλης. - 2η έκδ. - Αθήνα : Gutenberg - Γιώργος & Κώστας Δαρδανός, 1999. - 551σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=23538
Fthiotis	Μπομπόλου, Λιλία. Παροιμίες και φράσεις : Της Φθιώτιδας, κοινές σε όλη την Ελλάδα: Ερμηνεία παροιμιών. Συσχέτιση με ρητά / Λιλία Μπομπούλου - Κρίκου. - Αθήνα : Αλφειός, 2004. - 222σ. · 24x17εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=107883
	Μπομπόλου, Λιλία. Παροιμίες και φράσεις : Της Φθιώτιδας, κοινές σε όλη την Ελλάδα: Ερμηνεία παροιμιών. Συσχέτιση με ρητά / Λιλία Μπομπούλου - Κρίκου. - Αθήνα : Αλφειός, 2004. - 222σ. · 24x17εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=107883
Rhodes	Γιαννακάκου - Παπαμανώλη, Λούλα. Παροιμίες του ροδίτικου λαού : Φράσεις και γνώμες / Λούλα Γιαννάκου - Παπαμανώλη · επιμέλεια σειράς Αντώνης Αγγελής. - Ρόδος : Δημόσια Κεντρική Βιβλιοθήκη Ρόδου, 1993.	http://www.biblionet.gr/main.asp?page=results&Titlesid=26684
Arvanitika	Μιχαήλ - Δέδε, Μαρία. Παροιμίες και λεγόμενα Ελλήνων Αρβανιτών / Μαρία Μιχαήλ - Δέδε. - Αθήνα : Δαμιανός, [χ.χ.]. - 137σ. · 21x14εκ. - (Ελληνική Παράδοση)	http://www.biblionet.gr/main.asp?page=results&Titlesid=49849
Elis	Τουτούνης, Ηλίας Π. 333 Ηλείαιες λαϊκές παροιμίες και παροιμώδεις εκφράσεις / Ηλίας Π. Τουτούνης. - 1η έκδ. - Αμαλιάδα : Βιβλιοπανόραμα, 2006. - 182σ. · 24x17εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=107934
Pontian	Ανδρεάδης, Γεώργιος Ο. Γνωμικά και ιδιωματομοί του ποντιακού λαού / Γεώργιος Ανδρεάδης. - 1η έκδ. - Θεσσαλονίκη : Ερωδιός, 2007. - 198σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=127202
	Παροιμίες του Πόντου και παροιμιακές φράσεις / επιμέλεια Φόρης Παροτιδής. - Θεσσαλονίκη : Μαλλιάρης Παιδεία, 1991. - 162σ. · 24x17εκ. - (Πόντος)	http://www.biblionet.gr/main.asp?page=results&Titlesid=25270
	Κωνσταντινίδης, Θεόδωρος Ε. Ποντιακά παροιμίας, ρήσεις και ανέκδοτα / Θεόδωρος Ε. Κωνσταντινίδης. - Θεσσαλονίκη : Κυριακίδη Αφοί, 2013. - 144σ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=189707
Cyprus	Γεωργίου, Γιώργος Β. 1099 κυπριακές παροιμίες και φράσεις : Με σχόλια για την καταγωγή λέξεων, φράσεων και παροιμιών / Γιώργος Β. Γεωργίου. - Λευκωσία : Επιφανίου Ηλίας, 2014. - 208σ. · 24x17εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=197057
	Κρητιώτης, Ιωάννης Χ. Κυπριακές παροιμίες και ρήσεις : Πλούτος σοφίας του λαού μας / Ιωάννης Χρ. Κρητιώτης. - 1η έκδ. - Λευκωσία : Εκδόσεις Επιφανίου, 2009. - 221σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=167997
Creta		
	Παπαδάκης, Μάριος. 7000 κρητικές παροιμίες : Από το Λούκιλλο τον Ταρραίο έως σήμερα / Μάριος Παπαδάκης, Ελευθέριος Τσιαλάκης. - 1η έκδ. - Ηράκλειο : Μάριος Παπαδάκης - Ελευθέριος Τσιαλάκης, 2011. - 384σ. · 24x17εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=175143
Glafki, Xanthi	Πομάκικα παραμύθια και παροιμίες από τη Γλαύκη Ν. Ξάνθης = Pomak Folk Tales and Proverbs from Glafki of Xanthi: The Construction of Narrative Speech in Pomak Folktale : Η συγκρότηση του αφηγηματικού λόγου στο πομάκικο παραμύθι / επιμέλεια Αλή Ρόγγο, Νίκος Κόνικας · μετάφραση Αλή Ρόγγο. - 1η έκδ. - Θεσσαλονίκη : Σταμούλης Αντ., 2005. - 204σ. · 24x17εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=109810

Lefkada	Κοντομίχης, Πανταζής. Παροιμίες από τη Λευκάδα / Πανταζή Κοντομίχη. - Αθήνα : Γρηγόρη, 2002. - 307σ. · 21x14εκ. - (Λαογραφικά Λευκάδας · 10)	http://www.biblionet.gr/main.asp?page=results&Titlesid=76555
Zakynthos	Παροιμίες, γνωμικά και ζικυνθινές φράσεις από τον Χάση του Δημητρίου Γουζέλη / επιμέλεια Ζήσιμος Χ. Συνοδινός. - Αθήνα : Περίπλους, 2000. - 77σ. · 21x14εκ. - (Επτάνησα: Κείμενα)	http://www.biblionet.gr/main.asp?page=results&Titlesid=53126
For children		
	Μπέρσου, Αφρούλη. Δέκα παροιμίες... σαν παραμύθια / Αφρούλη Μπέρσου · εικονογράφηση Ελένη Μαραθού. - 1η έκδ. - Αθήνα : Κέδρος, 2007. - 63σ. : εικ. · 23x17εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=125449
	Ζησιμοπούλου - Γιόβα, Ιωάννα. Μια ιστορία... μια παροιμία / Ιωάννα Ζησιμοπούλου - Γιόβα · εικονογράφηση Γιώργος Μπαρινάς · επιμέλεια Αναστάσης Γιόβας. - 1η έκδ. - Αθήνα : Εν πλω, 2013. - 99σ. : εικ. · 19x19εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=192881
	Δεσύπρη, Ευαγγελία. Παροιμίες : 48 παιχνιδιάρικες / Ευαγγελία Δεσύπρη · εικονογράφηση Έρση Σπαθοπούλου. - 1η έκδ. - Αθήνα : Εκδόσεις Παπαδόπουλος, 2009. - 48σ. : εικ. · 13x9εκ. - (Παιχνιδιάρικες)	http://www.biblionet.gr/main.asp?page=results&Titlesid=144581
	Παπανικολάου, Ρούλα Α. Φεύγει ο γάτος... : Ελληνικές παροιμίες και φράσεις / Ρούλα Παπανικολάου · εικονογράφηση Βάσω Ψαράκη. - 1η έκδ. - Θεσσαλονίκη : Μικρός Πρίγκηπας, 2007. - 138σ. : εικ. · 18x19εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=132728
	Βάμβουκα, Ιωάννα Μ. Μια δοκιμασία με 400 ελληνικές παροιμίες : Για παιδιά και νέους / Ιωάννα Βάμβουκα, Μιχάλης Βάμβουκας. - 1η έκδ. - Αθήνα : Γρηγόρη, 2006. - 91σ. · 24x17εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=103652
	Όπου λαλούν πολλοί κοικόροι... : Παροιμίες και φράσεις / ανθολόγηση Άννα Χατζημανώλη · εικονογράφηση Κάριν Μούσερ - Σπάσου. - Θεσσαλονίκη : Κίρκη, 2005. - 92σ. : εικ. · 21x20εκ. - (Ελληνική Λαϊκή Παράδοση · 3)	http://www.biblionet.gr/main.asp?page=results&Titlesid=95679
	Scheffler, Axel. Παροιμίες απ' όλο τον κόσμο : Το σιγανό σκαθάρι τρώει τους σπόρους / Άξελ Σέφλερ · μετάφραση Κούλα Κουλουμπή - Παπαπετροπούλου · εικονογράφηση Άξελ Σέφλερ. - 1η έκδ. - Αθήνα : Εκδόσεις Πατάκη, 1998. - 125σ. : εικ. · 19x14εκ. - (Βιβλία για Παιδιά και για Νέους)	http://www.biblionet.gr/main.asp?page=results&Titlesid=5174
	Ελληνικές παροιμίες = Greek Proverbs / επιμέλεια Village Wisdom, Vasiliki Stathes · ζωγραφική Θεόφιλος. - 2η έκδ. - Αθήνα : Αίολος, 1998. - 129σ. · 16x11εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=6047
	Γιαλούρης, Θανάσης. Παροιμίες για παιδιά και για νέους / Θανάσης Γιαλούρης, Γιάννης Αναστασιάδης, Μίνα Κόρμπου. - Αθήνα : Αναστασιάδη, 1992. - 209σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=46510
	Σαββίδη, Καίτη. Παροιμίες και εκφράσεις / Kate Savvides · εικονογράφηση Mark Weinstein. - 1η έκδ. - Αθήνα : Άμμος, 2001. - : εικ. · 12x8εκ. - (Μικροσκοπία)	http://www.biblionet.gr/main.asp?page=results&Titlesid=64377
Other languages-cultures		
Italian	Καραγιαννάκη, Λούλα. Ελληνικές παροιμίες = Proverbi Greci / Loula Karagiannaki. - 1η έκδ. - Αθήνα : Αίολος, 2006. - 127σ. · 16x11εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=112050
Russian	Θεοδωρίδου, Μαρία Χ. Παροιμίες. Αρματωσιά : Οι πιο συνηθισμένες παροιμίες και εκφράσεις των Ελλήνων και των Ρώσων με την εξήγηση και την προφορά τους: Οι απεικονίσεις των Ελλήνων και των Ρώσων με πολεμική στολή / Μαρία Χ. Θεοδωρίδου. - Αθήνα : Κλειδάριθμος, 2004. - 143σ. : εικ. · 24x17εκ	http://www.biblionet.gr/main.asp?page=results&Titlesid=83097
	Θεοδωρίδου, Μαρία Χ. 750 ελληνικές και ρωσικές παροιμίες = 750 русских & греческих пословиц / Μαρία Θεοδωρίδου ·	http://www.biblionet.gr/main.asp?page=results&Titlesid=186646

	εικονογράφηση Κυριακή Βλάχου. - 1η έκδ. - Θεσσαλονίκη : Μαλλιάρης Παιδεία, 2013. - 159σ. : εικ. · 21x14εκ.	
English	Γλούπα, Σαπφώ. Παροιμίες, γνωμικά, παροιμιώδεις φράσεις = Sayings, proverbs, proverbial phrases / Σαπφώ Γλούπα. - Θεσσαλονίκη : University Studio Press, 2004. - 129σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=101108
Turkish	Τουρκικές παροιμίες / ανθολόγηση Θωμάς Κοροβίνης · μετάφραση Θωμάς Κοροβίνης. - 2η έκδ. - Αθήνα : Άγρα, 1993. - 115σ. · 18x12εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=29946
	Ανδρεάδης, Γεώργιος Ο. Γνωμικά και ιδιωματισμοί του τουρκικού λαού / Γεώργιος Ανδρεάδης. - 1η έκδ. - Θεσσαλονίκη : Ερωδιός, 2007. - 255σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=127226
Bulgarian	Βουλγάρικες παροιμίες / μετάφραση Βαίτσα Χανή - Μωυσίδου. - 1η έκδ. - Θεσσαλονίκη : Κυριακίδη Αφοί, 2012. - 96σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=178025
Spanish	Crida - Álvarez, Carlos Alberto. Ανθολογία ισπανικών παροιμιών και παροιμιωδών φράσεων με αντιστοιχίες στα ελληνικά και αντίστροφα = Antologia de refranes del griego moderno y frases hechas con correspondencias en español y viceversa / Κάρολος - Αλμπέρτο Κρίδα - Άλβαρεθ. - Αθήνα : Κώδικας, 1999. - 198σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=24562
Native American	Λέξεις σαν ίχνη : Ινδιάνικα ποιήματα και γνωμικά / ανθολόγηση Γιώργος Αίλλης, Μάρθα Ρουσσάκη · μετάφραση Γιώργος Αίλλης, Μάρθα Ρουσσάκη. - Αθήνα : Γαβριηλίδης, 2006. - 161σ. · 21x12εκ	http://www.biblionet.gr/main.asp?page=results&Titlesid=100701
Balkan	Μερακλής, Μιχάλης Γ., 1932-. Παροιμίες ελληνικές και των άλλων βαλκανικών λαών : Συγκριτική μελέτη / Μ. Γ. Μερακλής. - 6η έκδ. - Αθήνα : Εκδόσεις Πατάκη, 1995. - 206σ. · 21x14εκ. - (Λαογραφία)	http://www.biblionet.gr/main.asp?page=results&Titlesid=48147
	Κεσόπουλος, Αριστείδης. Παροιμίες των βαλκανικών λαών / Αριστείδη Κεσόπουλου, Φαίδωνα Τότσκα. - Θεσσαλονίκη : Μαλλιάρης Παιδεία, 1989. - 183σ. · 21x14εκ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=24618
English/French/Italian/German/Spanish	Φράγκας, Γιώργος. Ελληνικές παροιμίες [e-book] : Με αντιστοιχίες στα αγγλικά, γαλλικά, ιταλικά, γερμανικά, ισπανικά / Γιώργος Φράγκας. - Καβάλα : Εκδόσεις Σαΐτα, 2015. - 174σ.	http://www.biblionet.gr/main.asp?page=results&Titlesid=205132

12.2 APPENDIX 2: List of TED Talks

TED TALKS LIST									
Talk number	English title	Greek Title	URL	Date of publication	Number of words (EN)	Number of words (GR)	Speaker	Translated by	Reviewed by
1	John Hodgman Aliens, love -- where are they	Τζον Χότζμαν: Οι εξωγήινοι, η αγάπη -- μα πού είναι επιτέλους;	https://www.ted.com/talks/john_hodgman_s_brief_digression?language=en	Feb 2008	2747	2633	John Hodgman	Christina Nikitopoulou	Lina Zaproudi
2	Maz Jobrani Did you hear the one about the Iranian-American	Μαζ Τζομπράνι: Το ξέρεις το ανέκδοτο με τον Ιρανό-Αμερικανό;	https://www.ted.com/talks/maz_jobrani_making_jokes_not_bombs?language=en	Jul 2010	1662	1530	Maz Jobrani	Christos Parliaros	Leonidas Argyros
3	Liza Donnelly: Drawing on humor for change	Λίζα Ντόνελι Σκιτσογραφώντας με χιούμορ για την αλλαγή	https://www.ted.com/talks/liza_donnelly_drawing_upon_humor_for_change?language=en	Dec 2010	999	941	Liza Donnelly	Elena Apostolaki	Leonidas Argyros
4	Mitchell Joachim: Don't build your home, grow it!	Μίτσελ Τζόακιμ: Μην χτίσετε το σπίτι σας, καλλιεργήστε το	https://www.ted.com/talks/mitchell_joachim_don_t_build_your_home_grow_it	Feb 2010	465	447	Mitchell Joachim	Nikolaos Benias	Christina Vlahaki
5	Derek Sivers: Keep your goals to yourself	Ντέρεκ Σίβερς: Κρατήστε τους στόχους κρυφούς	https://www.ted.com/talks/derek_sivers_keep_your_goals_to_yoursel?language=en	Jul 2010	526	484	Derek Sivers	Lazaros Boudakidis	Danai Vasileiou
6	Rives: A story of mixed emoticons	Ο Ριβς λέει μια ιστορία ανάμικτων συναισθ-σημάτων	https://www.ted.com/talks/rives_tells_a_story_of_mixed_emoticons	Feb 2008	347	315	Rives	Lina Zaproudi	Kostas Karpouzis
7	Terry Moore: Why is 'x' the unknown?	Τέρι Μουρ: Για ποιο λόγο είναι το 'x' ο άγνωστος;	https://www.ted.com/talks/terry_moore_why_is_x_the_unknown?language=en#t-213183	Feb 2012	503	486	Terry Moore	Ira Bliatka	Mary Keramida
8	Joe Sabia: The technology of storytelling	Τζο Σάμπια: Η τεχνολογία της αφήγησης ιστοριών	https://www.ted.com/talks/joe_sabia_the_technology_of_storytelling?language=en	May 2011	426	400	Joe Sabia	Leonidas Argyros	Dafni Papadoudi
9	Hannah Brencher: Love letters to strangers	Χάννα Μπρέντσερ: Γράμματα αγάπης σε ξένους	https://www.ted.com/talks/hannah_brencher_love_letters_to_strangers	Jun 2012	870	803	Hannah Brencher	Angela Nevsechirlioglou	Dimitra Papageorgiou
10	Angela Patton: A father-daughter dance ... in prison	Άντζελα Πάτον: Πατέρας και κόρη χορεύουν...στη φυλακή	https://www.ted.com/talks/angela_patton_a_father_daughter_dance_in_prison	Nov 2012	928	868	Angela Patton	Mary Keramida	Vasiliki Fragkoulidou
11	Keith Chen: Could your language affect your ability to save money?	Κιθ Τσεν: Θα μπορούσε η γλώσσα να επηρεάζει την ικανότητά σας να αποταμιεύετε;	https://www.ted.com/talks/angela_patton_a_father_daughter_dance_in_prison	Jun 2012	2147	1977	Keith Chen	Mary Keramida	Lazaros Boudakidis
12	Shabana Basij-Rasikh: Dare to educate Afghan girls	Σαμπάνα Μπάσιχ-Ρασίχ: Τολμώντας να μορφώσουμε τα κορίτσια στο Αφγανιστάν	https://ed.ted.com/lessons/dare-to-educate-afghan-girls-shabana-basij-rasikh	Dec 2012	1045	973	Shabana Basij-Rasikh	Lazaros Boudakidis	Vasiliki Fragkoulidou
13	Lee Cronin: Print your own medicine	Λη Κρόνιν: Εκτυπώστε τα δικά σας φάρμακα	https://www.ted.com/talks/lee_cronin_print_your_own_medicine	Jun 2012	466	444	Lee Cronin	Kostas Karpouzis	Manos Baltzakis
14	Cesar Kuriyama: One second every day	Σίτσο Κοριγιάμα: Ένα δευτερόλεπτο την ημέρα	https://www.ted.com/talks/cesar_kuriyama_one_second_every_day	Mar 2012	1253	1122	Cesar Kuriyama	NIKI BOEHM	Manos Baltzakis
15	Zahra' Langhi: Why Libya's revolution didn't work -- and what might	Ζαχρά Λάγγι: Γιατί δεν απέδωσε η εξέγερση της Λιβύης -- και τι θα μπορούσε να γίνει	https://www.ted.com/talks/zahra_langhi_why_libya_s_revolution_didn_t_work_and_what_might	Dec 2012	1001	992	Zahra' Langhi	Kostas Mouratis	Mary Keramida

16	Colin Powell: Kids need structure	Κόλιν Πάουελ: Τα παιδιά χρειάζονται δομή	https://www.ted.com/talks/colin_powell_kids_need_structure	Oct 2012	2955	2740	Colin Powell	Angela Nevsechirli oglou	Mary Keramida
17	Janine di Giovanni: What I saw in the war	Τζανίν ντι Τζιοβάνι: Τι είδα στον πόλεμο	https://www.ted.com/talks/janine_di_giovanni_what_i_saw_in_the_war	Dec 2012	1675	1576	Janine di Giovanni	Mary Keramida	Vasiliki Fragkoulidou
18	Colin Stokes: How movies teach manhood	Κόλιν Στόουκς: Πώς οι ταινίες διδάσκουν τον ανδρισμό Κόλιν Στόουκς: Πώς οι ταινίες διδάσκουν τον ανδρισμό	https://www.ted.com/talks/colin_stokes_how_movies_teach_manhood	Nov 2012	1888	1765	Colin Stokes	KATERIN A KOLOKA	Vasiliki Fragkoulidou
19	Cameron Russell: Looks aren't everything. Believe me, I'm a model	Κάμερον Ράσελ: Η εικόνα δεν είναι το παν. Πιστέψτε με, είμαι μοντέλο.	https://www.ted.com/talks/cameron_russell_looks_aren_t_everything_believe_me_i_m_a_model	Oct 2012	1719	1487	Cameron Russel	Angela Nevsechirli oglou	Mary Keramida
20	Ellen Jorgensen: Biohacking -- you can do it, too	Έλεν Γιόργενσεν: Βιοχάκερ -- μπορείς να γίνεις κι εσύ	https://www.ted.com/talks/ellen_jorgensen_biohacking_you_can_do_it_too	Jun 2012	1427	1215	Ellen Jorgensen	Diona Moustri	Toula Papapantou
21	Ludwick Marishane: A bath without water	Λούντγουικ Μαρσιάνε: Πλύσιμο χωρίς νερό	https://www.ted.com/talks/ludwick_marishane_a_bath_without_water	May 2012	832	752	Ludwick Marishane	Diona Moustri	Dimitra Papageorgiou
22	Jeff Smith: Lessons in business ... from prison	Τζεφ Σμιθ: Μαθήματα επιχειρηματικότητας... από τις φυλακές	https://www.ted.com/talks/jeff_smith_lessons_in_business_from_prison	Jun 2012	766	729	Jeff Smith	Mary Keramida	Lazaros Boudakidis
23	Steven Addis: A father-daughter bond, one photo at a time	Στήβεν Άντις: Ένας δεσμός πατέρα-κόρης, μία φωτογραφία τη φορά	https://www.ted.com/talks/steven_addis_a_father_daughter_bond_one_photo_at_a_time	Feb 2012	533	526	Steven Addis	Spyros Zafeiriadis	Vasiliki Fragkoulidou
24	Don Levy: A cinematic journey through visual effects	Ντον Λέβι: Ένα κινηματογραφικό ταξίδι μέσα από ψηφιακά εφέ	https://www.ted.com/talks/don_levy_a_cinematic_journey_through_visual_effects	Feb 2012	603	582	Don Levy	Vasiliki Fragkoulidou	Mary Keramida
25	Andy Puddicombe: All it takes is 10 mindful minutes	Άντι Πάντικομ: Χρειάζεστε μονάχα 10 λεπτά επίγνωσης	https://www.ted.com/talks/andy_puddicombe_all_it_takes_is_10_mindful_minutes	Nov 2012	1556	1241	Andy Puddicombe	Miltos Bikakis	Vasiliki Fragkoulidou
26	Jessica Green: Are we filtering the wrong microbes?	Τζέσικα Γκριν: Καλυπτόμαστε από μικρόβια. Ας σχεδιάσουμε γι' αυτά	https://www.ted.com/talks/jessica_green_are_we_filtering_the_wrong_microbes	Jul 2011	1271	1296	Jessica Green	Stefanos Reppas	Eirini Arvaniti
27	Richard Turere: My invention that made peace with lions	Ρίτσαρντ Τουρέρ: Η εφεύρεσή μου που μας συμφιλίωσε με τα λιοντάρια	https://www.ted.com/talks/richard_turere_a_peace_treaty_with_the_lions	Feb 2013	1011	987	Richard Turere	Vassiliki Kassi	Christina Tsara
28	Rita Pierson: Every kid needs a champion	Rita Pierson Every kid needs a champion	https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion	May 2013	1115	1025	Rita Pierson	Dimitra Papageorgiou	Toula Papapantou
29	Jonas Eliasson: How to solve traffic jams	Τζόνας Ελιάσον: Πώς να λύσουμε το κυκλοφοριακό χάος	https://www.ted.com/talks/jonas_eliasson_how_to_solve_traffic_jams	Sep 2012	1495	1362	Jonas Eliasson	Angela Nevsechirli oglou	Kostas Mouratis
30	David Binder: The arts festival revolution	Ντέιβιντ Μπίντερ: Η επανάσταση στα καλλιτεχνικά φεστιβάλ	https://www.ted.com/talks/david_binder_the_arts_festival_revolution	Jun 2012	1272	1335	David Binder	Athena Baloupoulou	Mary Keramida
31	Stephen Ritz: A teacher growing green in the South Bronx	Στίβεν Ριτς: Ένας δάσκαλος πράσινης ανάπτυξης στο Νότιο Μπρονξ	https://www.ted.com/talks/stephen_ritz_a_teacher_growing_green_in_the_south_bronx	Feb 2012	2801	2847	Stephen Ritz	Vassiliki Kassi	Vasiliki Fragkoulidou
32	Kelly McGonigal: How to make stress your friend	Κέλλυ ΜακΓκόνιγκαλ: Πώς να κάνετε το άγχος φίλο σας	https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend	Jun 2013	2013	1934	Kelly McGonigal	Helena Galani	Dimitra Papageorgiou

33	Russell Foster: Why do we sleep?	Ράσελ Φόστερ: Γιατί κοιμόμαστε;	https://www.ted.com/talks/russell_foster_why_do_we_sleep	Jun 2013	3493	3148	Russell Foster	Helena Galani	Chryssa Rapessi
34	Shigeru Ban: Emergency shelters made from paper	Σιγκέρου Μπαν: Καταφύγια έκτακτης ανάγκης από χαρτί	https://www.ted.com/talks/shigeru_ban_emergency_shelters_made_from_paper	May 2013	1818	1739	Shigeru Ban	Chryssa Rapessi	Miriela Patrikiadou
35	Margaret Heffernan: The dangers of "willful blindness"	Μάργκαρετ Χέφερναν: Οι κίνδυνοι της εθελουφλίας	https://www.ted.com/talks/margaret_heffernan_the_dangers_of_willful_blindness	Mar 2013	1953	1884	Margaret Heffernan	Miriela Patrikiadou	Chryssa Rapessi
36	Eleanor Longden: The voices in my head	Έλεανορ Λόνγκεντεν: Οι φωνές στο κεφάλι μου	https://www.ted.com/talks/eleanor_longden_the_voices_in_my_head	Feb 2013	2405	2474	Eleanor Longden	Aliki Pinto	Miriela Patrikiadou
37	Jinsop Lee: Design for all 5 senses	Τζίνσοπ Λι: Σχέδιο και για τις 5 αισθήσεις	https://www.ted.com/talks/jinsop_lee_design_for_all_5_senses	Feb 2013	1333	1297	Jinsop Lee	Dimitris Katevatis	Chryssa Rapessi
38	Eli Beer: The fastest ambulance? A motorcycle	Ελι Μπιρ: Το ταχύτερο ασθενοφόρο; Μια μοτοσικλέτα	https://www.ted.com/talks/eli_beer_the_fastest_ambulance_a_motorcycle	Apr 2013	1746	1677	Eli Beer	Vassiliki Kassi	Miriela Patrikiadou
39	Bastian Schaefer: A 3D-printed jumbo jet?	Μπάστιαν Σέφερ: Ένα αεροσκάφος τζάμπο τζετ σε τρισδιάστατη εκτύπωση;	https://www.ted.com/talks/bastian_schaefer_a_3d_printed_jumbo_jet	Jun 2013	954	885	Bastian Schaefer	Aris Giavris	Mary Keramida
40	Tania Luna: How a penny made me feel like a millionaire	Άνια Λούνα: Πώς ένα σεντ με έκανε να νιώσω εκατομμυριούχα	https://www.ted.com/talks/tania_luna_how_a_penny_made_me_feel_like_a_millionaire	Jul 2012	878	802	Tania Luna	Maria Kaliva	Helena Galani
41	Roberto D'Angelo + Francesca Fedeli: In our baby's illness, a life lesson	Ρομπέρτο Ντ' Άντζελο + Φρανσέσκα Φεντέλι: Στην αρρώστια του μωρού μας, ένα μάθημα ζωής	https://www.ted.com/talks/roberto_d_angelo_francesca_fedeli_in_our_baby_s_illness_a_life_lesson	Jun 2013	881	772	Roberto D'Angelo + Francesca Fedeli	Helena Galani	Mary Keramida
42	Bernie Krause: The voice of the natural world	Μπέρνι Κράους: Η φωνή του φυσικού κόσμου	https://www.ted.com/talks/bernie_krause_the_voice_of_the_natural_world	Jun 2013	1902	1794	Bernie Krause	Toula Papapantou	Helena Galani
43	Michael Green: Why we should build wooden skyscrapers	Μάικλ Γκρήν: Γιατί θα πρέπει να κτίζουμε ξύλινους ουρανοξύστες	https://www.ted.com/talks/michael_green_why_we_should_build_wooden_skyscrapers	Feb 2013	2204	2148	Michael Green	Maria Kaliva	Nikoleta Manou
44	Charmian Gooch: Meet global corruption's hidden players	Τσάρμιαν Γκούτς: Γνωρίστε τους κρυφούς παίκτες της παγκόσμιας διαφθοράς	https://www.ted.com/talks/charmian_gooch_meet_global_corruption_s_hidden_players	Jun 2013	2126	2044	Charmian Gooch	Miriela Patrikiadou	Nikoleta Manou
45	Sleepy Man Banjo Boys: Bluegrass virtuosity from ... New Jersey?	Sleepy Man Banjo Boys: Δεξιοτεχνικό μπλούγκρας από το ... Νιού Τζέρσι;	https://www.ted.com/talks/sleepy_man_banjo_boys_bluegrass_virtuosity_from_new_jersey	Feb 2013	253	209	Sleepy Man Banjo Boys	Manuel Pavlides	Chryssa Rapessi
46	Jinha Lee: Reach into the computer and grab a pixel	Τζίνχα Λι: Μπείτε στον υπολογιστή και πιάστε ένα πιξελ	https://www.ted.com/talks/jinha_lee_a_tool_that_lets_you_touch_pixels	Feb 2013	673	722	Jinha Lee	Dimitris Katevatis	Lazaros Boudakidis
47	Rodney Brooks: Robots will invade our lives	Ρόννεϊ Μπρόουκς: Γιατί θα βασιζόμαστε στα ρομπότ	https://www.ted.com/talks/rodney_brooks_our_robots	Feb 2003	1788	1681	Rodney Brooks	Nikolaos Benias	Helena Galani
48	Bob Mankoff: Anatomy of a New Yorker cartoon	Μπόμπ Μάνκοφ: Ανατομία ενός καρτούν του Νιου Γκόρκερ	https://www.ted.com/talks/bob_mankoff_anatomy_of_a_new_yorker_cartoon	May 2013	2842	2695	Bob Mankoff	Toula Papapantou	Miriela Patrikiadou
49	Peter Attia: Is the obesity crisis hiding a bigger problem?	Πήτερ Άττια: Μήπως κρύβεται ένα μεγαλύτερο πρόβλημα, πίσω από την κρίση της παχυσαρκίας;	https://www.ted.com/talks/peter_attia_what_if_we_re_wrong_about_diabetes	Apr 2013	2415	2400	Peter Attia	Chryssa Rapessi	Dimitra Papageorgiou
50	Camille Seaman: Haunting photos of polar ice	Καμίλ Σίμαν: Φωτογραφίες από μία κνηρό καταιγίδων	https://www.ted.com/talks/camille_seaman_haunting_photos_of_ice	Mar 2011	377	371	Camille Seaman	Nikolaos Benias	Helena Galani

51	Paul Pholeros: How to reduce poverty? Fix homes	Πάβ Φόλερος: Πώς να μειώσουμε τη φτώχεια; Φτιάχνοντας τα σπίτια	https://www.ted.com/talks/paul_pholeros_how_to_reduce_poverty_fix_homes	May 2013	2670	2641	Paul Pholeros	Dimitris Kataivatis	Vassiliki Sarafi
52	Juliana Rotich: Meet BRCK, Internet access built for Africa	Τζουλιάννα Ρότιτς: Γνωρίστε το BRCK, Πρόσβαση στο Διαδίκτυο που διαμορφώθηκε για την Αφρική	https://www.ted.com/talks/juliana_rotich_meet_brck_internet_access_built_for_africa	Jun 2013	1450	1328	Juliana Rotich	Toula Papapantou	Chryssa Rapessi
53	George Papandreu: Imagine a European democracy without borders	Γιώργος Παπανδρέου: Φανταστείτε μια Ευρωπαϊκή δημοκρατία χωρίς σύνορα	https://www.ted.com/talks/george_papandreu_imagine_a_european_democracy_without_borders	Jun 2013	2696	2671	George Papandreu	Kyriakos Athanasiou	Toula Papapantou
54	Lisa Bu: How books can open your mind	Λίζα Μπου: Πώς τα βιβλία μπορούν ν' ανοίξουν το μυαλό μας	https://www.ted.com/talks/lisa_bu_how_books_can_open_your_mind	Feb 2013	827	856	Lisa Bu	Stefanos Reppas	Evangelos Karkalakis
55	Judy MacDonald Johnston: Prepare for a good end of life	Τζούντι Μακ Ντόναλντ Τζόνστον: Προετοιμαστείτε για ένα καλό τέλος ζωής	https://www.ted.com/talks/judy_macdonald_johnston_prepare_for_a_good_end_of_life	Feb 2013	955	965	Judy MacDonald Johnston	Nikolaos Benias	Alisa Xholi
56	Peter Singer: The why and how of effective altruism	Πίτερ Σίνγκερ: Το πώς και το γιατί του τελεσφόρου αλτρουισμού	https://www.ted.com/talks/peter_singer_the_why_and_how_of_effective_altruism	Mar 2013	2534	2540	Peter Singer	Christina Anagnostopoulou	Helena Galani
57	Sergey Brin: Why Google Glass?	Σέρτζεϊ Μπριν: Γιατί Google Glass;	https://www.ted.com/talks/sergey_brin_why_google_glass	Feb 2013	864	822	Sergey Brin	Sofia Sapountzaki	Chryssa Rapessi
58	Meg Jay: Why 30 is not the new 20	Μεγκ Τζέι: Γιατί τα 30 δεν είναι τα καινούργια 20	https://www.ted.com/talks/meg_jay_why_30_is_not_the_new_20	Feb 2013	2143	2256	Meg Jay	vaggelis Theodoridis	Sofia Kalamatianou
59	Ken Robinson: How to escape education's death valley	Κεν Ρόμπινσον: Πώς να δραπέτεύσουμε απ' την κοιλάδα του θανάτου της εκπαίδευσης	https://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley	Apr 2013	2758	2651	Ken Robinson	Dimitra Papageorgiou	Theodora Apostolopoulou
60	John Legend: "True Colors"	Τζον Λέτζεντ: "Αληθινή μορφή"	Video no longer available online	May 2013	338	340	John Legend	Angelina Vavali	Sofia Kalamatianou
61	Geoffrey Canada: Our failing schools. Enough is enough!	Τζέφρυ Κάναντα: Τα σχολεία μας αποτυγχάνουν. Φτάνει πια!	https://www.ted.com/talks/geoffrey_canada_our_failing_schools_enough_is_enough	May 2013	2724	2470	Geoffrey Canada	Sofia Kalamatianou	Toula Papapantou
62	Malcolm London: "High School Training Ground"	Μάλκομ Λάντον: «Ο χώρος εκπαίδευσης του Λυκείου»	https://www.ted.com/talks/malcolm_london_high_school_training_ground	May 2013	354	376	Malcolm London	Evangelos Karkalakis	Stefanos Reppas
63	Pearl Arredondo: My story, from gangland daughter to star teacher	Πέρλ Αρρεντόντο: Η ιστορία μου, από κόρη μαφιόζου, δασκάλα πολλών αστέρων	https://www.ted.com/talks/pearl_arredondo_my_story_from_gangland_daughter_to_star_teacher	May 2013	1200	1171	Pearl Arredondo	Kostas Mouratis	Ioakeim Vravas
64	Ramsey Musallam: 3 rules to spark learning	Ράμσεϊ Μουσάλαμ: 3 κανόνες που πυροδοτούν τη μάθηση	https://www.ted.com/talks/ramsey_musallam_3_rules_to_spark_learning	Apr 2013	879	880	Ramsey Musallam	Mary Keramida	Manos Androulakis
65	Bill Gates: Teachers need real feedback	Μπιλ Γκέιτς: Οι δάσκαλοι χρειάζονται ουσιαστική αξιολόγηση	https://www.ted.com/talks/bill_gates_teachers_need_real_feedback	May 2013	1516	1534	Bill Gates	Dimitris Katevatis	Toula Papapantou
66	ShaoLan: Learn to read Chinese ... with ease!	Σάολαν Σούε: Μάθετε να διαβάζετε Κινεζικά ... με ευκολία!	https://www.ted.com/talks/shaolan_learn_to_read_chinese_with_ease	Feb 2013	774	746	ShaoLan	Lluka Bullari	Niki Boehm
67	Juan Enriquez: Your online life, permanent as a tattoo	Χουάν Ενρίκεζ: Η διαδικτυακή σας ζωή, μόνιμη σαν ένα τατουάζ	https://www.ted.com/talks/juan_enriquez_how_to_think_about_digital_tattoos	Feb 2013	866	842	Juan Enriquez	Nikolaos Benias	Toula Papapantou
68	Sebastião Salgado: The silent drama of photography	Σεμπαστιάνο Σαλγκάντο: Το	https://www.ted.com/talks/sebastiao_salgado	Feb 2013	2004	1757	Sebastião Salgado	Dimitra Papageorgiou	Toula Papapantou

		σιωπηλό δράμα της φωτογραφίας	the_silent_drama_of_photography							
69	Nilofer Merchant: Got a meeting? Take a walk	Νιλόφερ Μέρτσαντ: Έχετε συνάντηση; Κάντε έναν περίπατο	https://www.ted.com/talks/nilofer_merchant_got_a_meeting_take_a_walk	Feb 2013	526	535	Nilofer Merchant	Chryssa Rapessi	Christina Papadimitriou	
70	David Pogue: 10 top time-saving tech tips	Ντέιβιντ Πογκ: 10 κορυφαίες τεχνολογικές συμβουλές εξοικονόμησης χρόνου	https://www.ted.com/talks/david_pogue_10_top_time_saving_tech_tips	Feb 2013	1018	1040	David Pogue	Vassiliki Kassi	Chryssa Rapessi	
71	Jennifer Healey: If cars could talk, accidents might be avoidable	Τζένιφερ Χίλι: Εάν τα αυτοκίνητα μιλούσαν, τα ατυχήματα ίσως μπορούσαν να αποφευχθούν	https://www.ted.com/talks/jennifer_healey_if_cars_could_talk_accidents_might_be_avoidable	Apr 2013	1466	1365	Jennifer Healey	Nikolaos Benias	Dimitris Katevatis	
72	Robert Gordon: The death of innovation, the end of growth	Ρόμπερτ Γκόρντον: Ο θάνατος της καινοτομίας, το τέλος της ανάπτυξης	https://www.ted.com/talks/robert_gordon_the_death_of_innovation_the_end_of_growth	Feb 2013	1847	1847	Robert Gordon	Christina Tsara	Kyriakos Athanasiou	
73	BLACK: My journey to yo-yo mastery	ΜΠΛΑΚ: Η πορεία μου προς την τελειοποίηση της τέχνης του Γιο-Γιο	https://www.ted.com/talks/black_my_journey_to_yo_yo_mastery	Feb 2013	389	377	BLACK	Stefanos Reppas	Georgios Tsa	
74	Joshua Prager: In search of the man who broke my neck	Τζόσουα Πρέιγκερ: Αναζητώντας τον άνδρα που έσπασε τον αυχένα μου	https://www.ted.com/talks/joshua_prager_in_search_for_the_man_who_broke_my_neck	Mar 2013	2882	2897	Joshua Prager	Stellina Giannitsi	NIKI BOEHM	
75	Thomas Insel: Toward a new understanding of mental illness	Τόμας Ινσελ: Προς μια νέα κατανόηση των ψυχικών ασθενειών	https://www.ted.com/talks/thomas_insel_toward_a_new_understanding_of_mental_illness	Jan 2013	2120	1955	Thomas Insel	Christina Anagnostopoulou	Maria Plevri	
76	Rose George: Let's talk crap. Seriously.	Ρόουζ Τζόρτζ: Ας μιλήσουμε για κακά. Σοβαρά	https://www.ted.com/talks/rose_george_let_s_talk_crap_seriously	Feb 2013	2238	2216	Rose George	Vasiliki Fragkoulidou	Dimitris Katevatis	
77	Laura Snyder: The Philosophical Breakfast Club	Λώρα Σνάιντερ: Το Κλαμπ του Φιλοσοφικού Πρωινού	https://www.ted.com/talks/laura_snyder_the_philosophical_breakfast_club	Jun 2012	1673	1673	Laura Snyder	Sofia Kalamatianou	Toula Papapantou	
78	Keller Rinaudo: A mini robot -- powered by your phone	Κέλερ Ρινάουοντο: Ένα μίνι ρομπότ -- τροφοδοτούμενο από το κινητό σας	https://www.ted.com/talks/keller_rinaudo_a_mini_robot_powered_by_your_phone	Feb 2013	1049	1033	Keller Rinaudo	Nikolaos Benias	Evangelos Karkalakis	
79	Freeman Hrabowski: 4 pillars of college success in science	Φρέιμαν Χραμπόβσκι: Οι 4 στλοβάτες της πανεπιστημιακής επιτυχίας στις επιστήμες	https://www.ted.com/talks/freeman_hrabowski_4_pillars_of_college_success_in_science	Feb 2013	2745	2526	Freeman Hrabowski	Sofia Kalamatianou	Toula Papapantou	
80	Sanjay Dastoor: A skateboard, with a boost	Σάντζαϊ Νταστοόρ: Ένα σκιέτμπορντ με ώθηση	https://www.ted.com/talks/sanjay_dastoor_a_skateboard_with_a_boost	Feb 2013	458	445	Sanjay Dastoor	Vasiliki Fragkoulidou	Stefanos Reppas	
81	Kees Moeliker: How a dead duck changed my life	Κις Μούλικερ: Πώς μια νεκρή πάπια μου άλλαξε τη ζωή	https://www.ted.com/talks/kees_moeliker_how_a_dead_duck_changed_my_life	Feb 2013	1317	1248	Kees Moeliker	Pavlos Sepetas	Lena Economou	
82	Mark Shaw: One very dry demo	Μαρκ Σόου: Μία πολύ στεγνή επίδειξη	https://www.ted.com/talks/mark_shaw_one_very_dry_demo	Feb 2013	737	743	Mark Shaw	Stefanos Reppas	Pavlos Sepetas	
83	Eric Whitacre: A choir as big as the Internet	Έρικ Γουίτακρε: Οπτική Χορωδία σε Ζωντανή Εκτέλεση	https://www.ted.com/talks/a_choir_as_big_as_the_internet	Mar 2010	657	628	Eric Whitacre	Stellina Giannitsi	Vasiliki Fragkoulidou	
84	Hyeonseo Lee: My escape from North Korea	Χιεονσέο Λι: Η απόδρασή μου από τη Βόρεια Κορέα	https://www.ted.com/talks/hyeonseo_lee_my_escape_from_north_korea	Feb 2013	1590	1513	Hyeonseo Lee	Toula Papapantou	Spyros Zafeiriadis	
85	Elon Musk: The mind behind Tesla, SpaceX, SolarCity ...	Έλον Μάσκ: Ο εγγεφάλος πίσω από το Tesla, SpaceX, SolarCity ...	https://www.ted.com/talks/elon_musk_the_mind_behind_tesla_space_x_solarcity	Feb 2013	3575	3342	Elon Musk	Stelios Savva	Kyriakos Athanasiou	

86	Catarina Mota: Play with smart materials	Καταρίνα Μότα: Παίζοντας με έξυπνα υλικά	https://www.ted.com/talks/catarina_mota_play_with_smart_materials	Jul 2012	1335	1392	Catarina Mota	Chryssa Rapessi	Rodanthi Aslani
87	Bono: The good news on poverty (Yes, there's good news)	Μπόνο: Τα καλά νέα για τη φτώχεια (Ναι, υπάρχουν καλά νέα)	https://www.ted.com/talks/bono_the_good_news_on_poverty_yes_there_s_good_news	Feb 2013	1790	1769	Bono	Sofia Kalamatianou	Manos Baltzakis
88	David Anderson: Your brain is more than a bag of chemicals	Ντέιβιντ Άντερσον: Ο εγκέφαλος μας είναι περισσότερο από μια σακούλα χημικών.	https://www.ted.com/talks/david_anderson_our_brain_is_more_than_a_bag_of_chemicals	Jan 2013	2377	2314	David Anderson	Maria Plevri	Christina Anagnostopoulou
89	Dan Pallotta: The way we think about charity is dead wrong	Νταν Παλλόττα: Ο τρόπος με τον οποίο βλέπουμε τη φιλανθρωπία είναι απόλυτα λανθασμένος	https://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wrong	Mar 2013	2965	2945	Dan Pallotta	Sofia Kalamatianou	Michalis Karakatsanis
90	Shane Koyczan: To This Day ... for the bullied and beautiful	Σέιν Κότζαν: "Μέχρι και σήμερα"... για τους εκφοβισμένους και όμορφους	https://www.ted.com/talks/shane_koyczan_to_this_day_for_the_bullied_and_beautiful	Feb 2013	1952	1846	Shane Koyczan	Lena Economou	Sofia Kalamatianou
91	Kakenya Ntaiya: A girl who demanded school	Κακένια Νταΐγια: Ένα κορίτσι που απαίτησε σχολείο	https://www.ted.com/talks/kakenya_ntaiya_a_girl_who_demanded_school	Oct 2012	2364	2056	Kakenya Ntaiya	Stella Sarma	Kyriakos Athanasiou
92	Ron Finley: A guerilla gardener in South Central LA	Ρον Φίνλεϊ: Ένας αντάρτης καλλιεργητής στο Νοτιοκεντρικό Λος Άντζελες	https://www.ted.com/talks/ron_finley_a_guerilla_gardener_in_south_central_la	Feb 2013	1433	1388	Ron Finley	Elena Symeonidou	Dimitra Papageorgiou
93	Edith Widder: How we found the giant squid	Ένιθ Ουάιντερ: Πώς βρήκαμε το γιγάντιο καλαμάρι	https://www.ted.com/talks/edith_widder_how_we_found_the_giant_squid	Feb 2013	1247	1219	Edith Widder	Anastasia Salim	Ioakeim Vravas
94	Allan Savory: How to fight desertification and reverse climate change	Άλαν Σέιβορι: Πώς να πρασινίσουμε τις ερήμους του πλανήτη και να αναστρέψουμε την κλιματική αλλαγή	https://www.ted.com/talks/allan_savory_how_to_green_the_world_s_deserts_and_reverse_climate_change	Feb 2013	2870	2848	Allan Savory	Elena Symeonidou	Tatiana Valeonti
95	Amanda Palmer: The art of asking	Αμάντα Πάλμερ: Η τέχνη της ερώτησης	https://www.ted.com/talks/amanda_palmer_the_art_of_asking	Feb 2013	1949	1788	Amanda Palmer	Maria Plevri	Vasiliki Fragkoulidou
96	Sugata Mitra: Build a School in the Cloud	Σουγκάτα Μίτρα: Φτιάξτε ένα Σχολείο στο Σύννεφο	https://www.ted.com/talks/sugata_mitra_built_a_school_in_the_cloud	Feb 2013	3250	2951	Sugata Mitra	Toula Papapantou.	Dimitra Papageorgiou
97	Andreas Schleicher: Use data to build better schools	Ανδρέας Σλάιχερ: Χρησιμοποιήστε τα δεδομένα για να δημιουργήσετε καλύτερα σχολεία	https://www.ted.com/talks/andreas_schleicher_use_data_to_build_better_schools	Jul 2012	2967	3003	Andreas Schleicher	Σωτήρης Καρσινιάς	Vasiliki Fragkoulidou
98	Afra Raymond: Three myths about corruption	Άφρα Ρέημοντ: Τρεις Μύθοι Περί Διαφθοράς	https://www.ted.com/talks/afra_raymond_three_myths_about_corruption	Dec 2012	3230	2796	Afra Raymond	Stellina Giannitsi	Mary Keramida
99	Miguel Nicolelis: A monkey that controls a robot with its thoughts. No, really.	Μιγκέλ Νικολέλις: Ένας πιθήκος που ελέγχει ένα ρομπότ με τη σκέψη του. Όχι, στ' αλήθεια το κάνει.	https://www.ted.com/talks/miguel_nicolelis_a_monkey_that_controls_a_robot_with_its_thoughts_no_really	Apr 2012	2339	2253	Miguel Nicolelis	Katerina Filippidou	Stellina Giannitsi
100	Esther Perel: The secret to desire in a long-term relationship	Έσθερ Περέλ: Το μυστικό της ερωτικής επιθυμίας στις μακροχρόνιες σχέσεις	https://www.ted.com/talks/esther_perel_the_secret_to_desire_in_a_long_term_relationship	Feb 2013	3064	2761	Esther Perel	Dimitra Papageorgiou	Constantine Anetakis
101	James B. Glattfelder: Who controls the world?	Τζέιμς Β. Γλάτφελντερ: Ποιος ελέγχει τον κόσμο;	https://www.ted.com/talks/james_b_glattfelder_who_controls_the_world	Oct 2012	1826	1685	James B. Glattfelder	Lazaros Boudakidis	Mary Keramida
102	Erik Schlangen: A "self-healing" asphalt	Έρικ Σλάγγκεν: Μια άσφαλτος που "αυτοθεραπεύεται"	https://www.ted.com/talks/erik_schlangen_a_self_healing_asphalt	Oct 2012	887	864	Erik Schlangen	Xanthippi Lemontzoglou	Dimitris Katevatis

103	Edi Rama: Take back your city with paint	Έντι Ράμα: Πώς να πάρετε πίσω την πόλη σας με μπογιές	https://www.ted.com/talks/edi_rama_take_back_your_city_with_paint	May 2012	1690	1530	Edi Rama	Lazaros Boudakidis	Vasiliki Fragkoulidou
104	Tyler DeWitt: Hey science teachers -- make it fun	Τάιλερ Ντεγουίτ: Εί. καθηγητές των επιστημών -- κάντε το διασκεδαστικό	https://www.ted.com/talks/tyler_dewitt_hey_science_teachers_make_it_fun	Nov 2012	1867	1907	Tyler DeWitt	Vasiliki Fragkoulidou	Stefanos Reppas
105	Fahad Al-Attiya: A country with no water	Φαχάντ Αλ Αττίγια: Μια χώρα χωρίς νερό	https://www.ted.com/talks/fahad_al_attiya_a_country_with_no_water	Apr 2012	1256	1185	Fahad Al-Attiya	Giannis Doukas	Mary Keramida
106	iO Tillet Wright: Fifty shades of gay	Άιο Τίλετ Ράιτ: Οι πενήντα αποχρώσεις των γκέι	https://www.ted.com/talks/io_tillet_wright_fifty_shades_of_gay	Dec 2012	2949	2657	iO Tillet Wright	Dimitra Papageorgiou	Stellina Giannitsi
107	Mitch Resnick: Let's teach kids to code	Μιτς Ρέσνικ: Ας μάθουμε στα παιδιά να προγραμματίζουν	https://www.ted.com/talks/mitch_resnick_lets_teach_kids_to_code	Nov 2012	2609	2546	Mitch Resnick	Σωτήρης Καρανίκας	Fotini Sotirpoulou
108	Wingham Rowan: A new kind of job market	Ουίγγαμ Ρόουαν: Ένα νέο είδος επαγγελματικής αγοράς	https://www.ted.com/talks/wingham_rowan_a_new_kind_of_job_market	Nov 2012	2047	2071	Wingham Rowan	Helena Galani	Mary Keramida
109	Leslie Morgan Steiner: Why domestic violence victims don't leave	Λέσλι Μόργκαν Στάνιερ: Γιατί τα θύματα ενδοοικογενειακής βίας δεν φεύγουν	https://www.ted.com/talks/leslie_morgan_steiner_why_domestic_violence_victims_dont_leave	Nov 2012	2238	2209	Leslie Morgan Steiner	Sofia Kalamatianou	Christina Anagnostopoulou
110	Steven Schwaitzberg: A universal translator for surgeons	Στίβεν Σβάιτςμπεργκ: Ένας παγκόσμιος μεταφραστής για χειρουργούς	https://www.ted.com/talks/steven_schwaitzberg_a_universal_translator_for_surgeons	Nov 2012	1655	1489	Steven Schwaitzberg	Angela Nevschirlioglou	Christina Tsara
111	Richard Weller: Could the sun be good for your heart?	Ρίτσαρντ Βέλερ : Μπορεί ο ήλιος να κάνει καλό στην καρδιά;	https://www.ted.com/talks/richard_weller_could_the_sun_be_good_for_your_heart	Mar 2012	2275	2133	Richard Weller	Maria Plevri	Vasiliki Fragkoulidou
112	Boghuma Kabisen Titanji: Ethical riddles in HIV research	Μπογκούμα Καμπίσην Τιτάντζι: Δεοντολογικοί γρίφοι στην έρευνα για τον ιό HIV	https://www.ted.com/talks/boghuma_kabisen_titanji_ethical_riddles_in_hiv_research	May 2012	1604	1476	Boghuma Kabisen Titanji	KATERINA KOLOKA	Mary Keramida
113	Sue Austin: Deep sea diving ... in a wheelchair	Σου Όστιν: Κατάδυση ανοιχτής θάλασσας... με αναπηρικό καροτσάκι	https://www.ted.com/talks/sue_austin_deep_sea_diving_in_a_wheelchair	Dec 2012	2238	2209	Sue Austin	Sofia Kalamatianou	Christina Anagnostopoulou
114	Jarrett J. Krosoczka: How a boy became an artist	Τζάρετ Κροσότσια: Πώς ένα μικρό αγόρι εξελίχθηκε σε καλλιτέχνη	https://www.ted.com/talks/jarrett_j_krosoczka_how_a_boy_became_an_artist	Oct 2012	3287	2923	Jarrett J. Krosoczka	Ioannis Bompotas	Vasiliki Fragkoulidou
115	Jonathan Haidt: How common threats can make common (political) ground	Τζόνθαν Χάιτ: Πώς οι κοινές απειλές μπορούν να δημιουργήσουν κοινό (πολιτικό) έδαφος	https://www.ted.com/talks/jonathan_haidt_how_common_threats_can_make_common_political_ground	Dec 2012	3579	3511	Jonathan Haidt	NIKI BOEHM	Mary Keramida
116	Adam Davidson: What we learned from teetering on the fiscal cliff	Άνταμ Ντέιβιντσον: Αυτά που μάθαμε καθώς ταλαντευόμαστε στο δημοσιονομικό γκρεμό	https://www.ted.com/talks/adam_davidson_what_we_learned_from_teetering_on_the_fiscal_cliff	Dec 2012	3158	3078	Adam Davidson	Toula Papapantou	Mary Keramida
117	Molly Crockett: Beware neuro-bunk	Μόλι Κρόκεττ: Προσοχή στις νευρο-αηδίες	https://www.ted.com/talks/molly_crockett_beware_neuro_bunk	Nov 2012	1598	1585	Molly Crockett	Maria Plevri	Mary Keramida
118	Robin Chase: Excuse me, may I rent your car?	Ρόμπιν Τσέις: Συγγνώμη, μπορώ να νοικιάσω το αυτοκινητό σου;	https://www.ted.com/talks/robin_chase_excuse_me_may_i_rent_your_car?language=en	Jul 2012	1951	1911	Robin Chase	Elsa Bo	Mary Keramida
119	Ben Saunders: Why bother leaving the house?	Μπεν Σάουντερς: Γιατί να μπουέ στον κόπο να βγούμε από το σπίτι μας;	https://www.ted.com/talks/ben_saunders_why_bother_leaving_the_house	Nov 2012	1917	1872	Ben Saunders	Kostas Mouratis	Vasiliki Fragkoulidou
120	Marcus Byrne: The dance of the dung beetle	Μάρκος Μπερν: Ο χορός του σκαθαριού της κοπριάς	https://www.ted.com/talks/marcus_byrne_the_dance_of_the_dung_beetle	Aug 2012	2802	2560	Marcus Byrne	Anastasia Salim	Stellina Giannitsi

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12 1	Markham Nolan: How to separate fact and fiction online	Μάρκαμ Νόλαν: Πώς να ξεχωρίσετε το μύθο και την αλήθεια στο διαδίκτυο	https://www.ted.com/talks/markham_nolan_how_to_separate_fact_and_fiction_online	Nov 2012	2797	2294	Markham Nolan	Chryssa Rapessi	Mary Keramida
12 2	Nina Tandon: Could tissue engineering mean personalized medicine?	Νίνα Τάντον: Θα μπορούσε η μηχανική ιστών να σημαίνει εξατομικευμένη ιατρική;	https://www.ted.com/talks/nina_tandon_could_tissue_engineering_mean_personalized_medicine	Jun 2012	1051	1138	Nina Tandon	Stefanos Reppas	Alisa Xholi
12 3	Bobby Ghosh: Why global jihad is losing	Μπόμπι Γκωσ: Γιατί παρακμάζει η παγκόσμια τζιχάντ	https://www.ted.com/talks/bobby_ghosh_why_global_jihad_is_losing	Sep 2012	2268	2204	Bobby Ghosh	Angela Nevsechirli oglou	Mary Keramida
12 4	Munir Virani: Why I love vultures	Μουνίρ Βιράνι: Ο λόγος που αγαπώ τους γύπες	https://www.ted.com/talks/munir_virani_why_i_love_vultures	May 2012	941	877	Munir Virani	Angela Nevsechirli oglou	Mary Keramida
12 5	Janine Shepherd: A broken body isn't a broken person	Τζανίν Σέπαρντ: Ένα διαλυμένο σώμα δεν είναι ένας διαλυμένος άνθρωπος	https://www.ted.com/talks/janine_shepherd_a_broken_body_isn_t_a_broken_person	Oct 2012	2982	2609	Janine Shepherd	KATERIN A KOLOKA	Angela Nevsechirli oglou
12 6	Ernesto Sirolli: Want to help someone? Shut up and listen!	Ερνέστο Σιρόλι: Θέλεις να βοηθήσεις κάποιον; Σκάσε και άκου!	https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_s_hut_up_and_listen	Sep 2012	2152	2043	Ernesto Sirolli	Christina Anagnostop oulou	Christina Tsara
12 7	Candy Chang: Before I die I want to...	Κάντι Τσάνγκ: Πριν πεθάνω, θέλω να...	https://www.ted.com/talks/candy_chang_before_i_die_i_want_to	Jul 2012	800	833	Candy Chang	Panagiota Chatziioann ou	Vasilis Oikonomou
12 8	Louie Schwartzberg: Nature. Beauty. Gratitude.	Λουί Σβατζερμπεργκ: Φύση. Ομορφιά. Ευγνωμοσύνη.	https://www.ted.com/talks/louie_schwartzberg_nature_beauty_gratitude	Jun 2011	1027	975	Louie Schwartz berg	Christina Vlahaki	Vasiliki Fragkoulido u
12 9	Daphne Bavelier: Your brain on video games	Ντάφνι Μπαβελιέρ: Τα βιντεοπαιχνίδια και ο ανθρώπινος εγκέφαλος	https://www.ted.com/talks/daphne_bavelier_your_brain_on_video_games	Jun 2012	2881	2660	Daphne Bavelier	Panagiota Chatziioann ou	Vasilis Oikonomou
13 0	Leah Buechley: How to "sketch" with electronics	Λία Μπούχλεϊ: Πώς να "ζωγραφίζετε" με ηλεκτρονικά κυκλώματα	https://www.ted.com/talks/leah_buechley_how_to_sketch_with_electronics	Nov 2011	429	395	Leah Buechley	Lazaros Boudakidis	Vasiliki Fragkoulido u
13 1	Arunachalam Muruganatham: How I started a sanitary napkin revolution!	Αρουνάχαλαμ Μουρουγκάνθαμ: Πώς ξεκίνησα μια επανάσταση της σερβιέτας!	https://www.ted.com/talks/aranachalam_muruganatham_how_i_started_a_sanitary_napkin_revolution	May 2012	1409	1294	Arunach alam Murugan antham	Angela Nevsechirli oglou	Vasiliki Fragkoulido u
13 2	Julie Burstein: 4 lessons in creativity	Τζούλι Μπέρστιν: 4 μαθήματα δημιουργικότητας	https://www.ted.com/talks/julie_burstein_4_lessons_in_creativity	Feb 2012	2620	2473	Julie Burstein	Athena Baloupoulou	Diona Moustri
13 3	Jeff Hancock: The future of lying	Τζεφ Χάνκοκ: 3 είδη (ψηφιακής) εξαπάτησης	https://www.ted.com/talks/jeff_hancock_3_types_of_digital_lies	Sep 2012	3306	3133	Jeff Hancock	Angela Nevsechirli oglou	Vasiliki Fragkoulido u
13 4	Georgette Mulheir: The tragedy of orphanages	Τζορτζέτ Μουλέρ: Η τραγωδία των ορφανοτροφείων	https://www.ted.com/talks/georgette_mulheir_the_tragedy_of_orphanages	May 2012	1632	1700	Georgett e Mulheir	Katerina Koukaki	Vasiliki Fragkoulido u
13 5	Jake Wood: A new mission for veterans -- disaster relief	Τζέικ Γουτ: Μια νέα αποστολή για τους βετεράνους - Ανακούφιση μέσα από καταστροφές.	https://www.ted.com/talks/jake_wood_a_new_mission_for_veterans_disaster_relief	Dec 2011	883	830	Jake Wood	Marinos Demetriou	Mary Keramida
13 6	Matt Killingsworth: Want to be happier? Stay in the moment	Ματ Κίλινγκγουορθ: Θέλετε να είστε πιο ευτυχισμένοι; Να μένετε στη στιγμή	https://www.ted.com/talks/matt_killingsworth_want_to_be_happier_stay_in_the_moment	Nov 2011	1820	1698	Matt Killingsw orth	Sofia Kalamatian ou	Mary Keramida
13 7	Faith Jegede: What I've learned from my autistic brothers	Φέιθ Τζεγκέντε: Αυτά που έμαθα από τα αυτιστικά αδέρφια μου	https://www.ted.com/talks/faith_jegade_what_i_ve_learned_from_my_autistic_brothers	Apr 2012	675	652	Faith Jegade	Toula Papapantou	Manos Baltzakis

138	Emma Teeling: The secret of the bat genome	Έμμα Τιλινγκ: Το μυστικό του γονιδιώματος της νυχτερίδας	https://www.ted.com/talks/emma_teeling_the_secret_of_the_bat_genome	Sep 2012	2538	2215	Emma Teeling	Manos Baltzakis	Vasiliki Fragkoulidou
139	Rory Stewart: Why democracy matters	Ρόρι Στιούαρτ: Γιατί έχει σημασία η δημοκρατία	https://www.ted.com/talks/rory_stewart_how_democracy_matters	Jun 2012	1939	1878	Rory Stewart	klelia nikolakaki	Angela Nevsechirlioglu
140	Marco Tempest: A cyber-magic card trick like no other	Μάρκο Τέμπεστ: Ένα μοναδικό κυβερνομαγικό τρικ.	https://www.ted.com/talks/marco_tempest_a_cyber_magic_card_trick_like_no_other	Jun 2012	753	692	Marco Tempest	Vasiliki Fragkoulidou	Christina Vlahaki
141	Doris Kim Sung: Metal that breathes	τόρις Κιμ Σουνγκ: Μέταλλο που αναπνέει	https://www.ted.com/talks/doris_kim_sung_metal_that_breathes	May 2012	1493	1416	Doris Kim Sung	Stellina Giannitsis	Dimosthenis Papastavrou
142	David Pizarro: The strange politics of disgust	Ντέβιντ Πιζάρρο: Οι ασυνήθιστες τακτικές της αηδίας	https://www.ted.com/talks/david_pizarro_the_strange_politics_of_disgust	May 2012	2530	2537	David Pizarro	Dimitris Gatsos	Mary Keramida
143	Heather Brooke: My battle to expose government corruption	Χέδερ Μπρουκ: Ο αγώνας μου για την αποκάλυψη της κυβερνητικής διαφθοράς	https://www.ted.com/talks/heather_brooke_my_battle_to_expose_government_corruption	Jun 2012	3112	2881	Heather Brooke	KATERINA KOLOKA	Mary Keramida
144	Beau Lotto + Amy O'Toole: Science is for everyone, kids included	Μπο Λόττο + Έιμυ Ο'Τουλ: Η επιστήμη είναι για όλους, συμπεριλαμβανομένων των παιδιών.	https://www.ted.com/talks/beau_lotto_amy_o_toole_science_is_for_everyone_kids_included	Jun 2012	2496	2371	Beau Lotto + Amy O'Toole	Mary Keramida	Vasiliki Fragkoulidou
145	Eddie Obeng: Smart failure for a fast-changing world	Έντι Όμπενγκ: Έξυπνη αποτυχία για έναν γρήγορα μεταβαλλόμενο κόσμο	https://www.ted.com/talks/eddie_obeng_smart_failure_for_a_fast_changing_world	Jun 2012	2401	2174	Eddie Obeng	Konstantinos Kechagias	Mary Keramida
146	Maurizio Seracini: The secret lives of paintings	Μαουριτζιο Σερατσίνι: Οι μυστικές ζωές των πινάκων	https://www.ted.com/talks/maurizio_seracini_the_secret_lives_of_paintings	Jun 2012	1878	1741	Maurizio Seracini	Evlalia Iordanidou	Artmagazine Rteam
147	Melissa Marshall: Talk nerdy to me	Μελίσα Μάρσαλ: «Φτιάξε με επιστημονικά»	https://www.ted.com/talks/melissa_marshall_talk_nerdy_to_me	Jun 2012	662	672	Melissa Marshall	aggeliki sdraka	Mary Keramida
148	Ruby Wax: What's so funny about mental illness?	Ρούμπι Γουάξ: Τι είναι τόσο αστείο με την ψυχική ασθένεια;	https://www.ted.com/talks/ruby_wax_what_s_so_funny_about_mental_illness	Jun 2012	1455	1358	Ruby Wax	Vassiliki Kassi	Manos Baltzakis
149	Tim Leberecht: 3 ways to (usefully) lose control of your brand	Τιμ Λέμπερεχτ: 3 τρόποι να χάσετε (σιλόπιμα) τον έλεγχο της εταιρικής σας ταυτότητας	https://www.ted.com/talks/tim_leberecht_3_ways_to_usefully_lose_control_of_your_reputation	Jun 2012	840	932	Tim Leberecht	Evlalia Iordanidou	Mary Keramida
150	Shimon Schocken: The self-organizing computer course	Σίμον Σόκεν: Το αυτο-οργανωμένο μάθημα πληροφορικής	https://www.ted.com/talks/shimon_schocken_the_self_organizing_computer_course	Jun 2012	2196	2151	Shimon Schocken	Antigoni Valakou	Miriela Patrikiadou
151	Robert Gupta: Between music and medicine	Ρόμπερτ Γκούπτα: Ανάμεσα σε μουσική και θεραπεία	https://www.ted.com/talks/robert_gupta_between_music_and_medicine	Apr 2012	1792	1675	Robert Gupta	Konstantinos Kechagias	Mary Keramida
152	Amy Cuddy: Your body language shapes who you are	Άμι Κάντι: Η γλώσσα του σώματός σου καθορίζει ποιος είσαι	https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are	Jun 2012	3772	3434	Amy Cuddy	Dimitra Papageorgiou	Manos Baltzakis
153	Vicki Arroyo: Let's prepare for our new climate	Βίκυ Αρρόγιο: Ας προετοιμαστούμε για το νέο μας κλίμα	https://www.ted.com/talks/vicki_arroyo_let_s_prepare_for_our_new_climate	Jun 2012	1607	1737	Vicki Arroyo	Katerina Koukaki	Mary Keramida
154	Aris Venetikidis: Making sense of maps	Άρης Βενετικίδης: Κατανοώντας τους χάρτες	https://www.ted.com/talks/aris_venetikidis_making_sense_of_maps	Sep 2012	2398	2019	Aris Venetikidis	Diona Moustri	Dimitra Papageorgiou
155	Bahia Shehab: A thousand times no	Μπάχια Σεχάμπ: Χίλιες φορές όχι	https://www.ted.com/talks/bahia_shehab_a_thousand_times_no	Jun 2012	775	783	Bahia Shehab	Anatoli Stavroulopoulou	Dimitra Papageorgiou

156	Ben Goldacre: What doctors don't know about the drugs they prescribe	Μπεν Γκολντέικερ: Τι δεν γνωρίζουν οι γιατροί σχετικά με τα φάρμακα που συνταγογραφούν	https://www.ted.com/talks/ben_goldacre_what_doctors_dont_know_about_the_drugs_they_prescribe	Jun 2012	2308	2288	Ben Goldacre	Stefanos Reppas	Helena Galani
157	Ed Gavagan: A story about knots and surgeons	Έντ Γκάβαγκαν: Μία ιστορία για κόμπους και χειρουργούς	https://www.ted.com/talks/ed_gavagan_a_story_about_knots_and_surgeons	Apr 2012	1777	1541	Ed Gavagan	Christina Anagnostopoulou	Aphrodite Constantinou
158	Bandi Mbuli: Demand a fair trade cell phone	Μπάντι Μμπούντι: Απαιτήστε ένα κινητό τηλέφωνο μέσω δίκαιου εμπορίου.	https://www.ted.com/talks/bandi_mbuli_demand_a_fair_trade_cell_phone	Apr 2012	892	915	Bandi Mbuli	Katerina Michail	Vasilis Oikonomou
159	Julian Treasure: Why architects need to use their ears	Τζούλιαν Τρέζουρ: Να γιατί οι αρχιτέκτονες πρέπει να χρησιμοποιήσουν την ακοή τους	https://www.ted.com/talks/julian_treasure_why_architects_need_to_use_their_ears	Jun 2012	1611	1496	Julian Treasure	Manos Baltzakis	Mary Keramida
160	Sarah-Jayne Blakemore: The mysterious workings of the adolescent brain	Σάρα-Τζέιν Μπλάκμορ: Οι μυστηριώδεις διεργασίες του εφηβικού εγκεφάλου	https://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_of_the_adolescent_brain	Jun 2012	2479	2450	Sarah-Jayne Blakemore	KATERINA KOLOKA	Christina Anagnostopoulou
161	Tristram Stuart: The global food waste scandal	Τρίστραμ Στιούαρτ: Το παγκόσμιο σκάνδαλο τροφικής σπατάλης	https://www.ted.com/talks/tristram_stuart_the_global_food_waste_scandal	May 2012	2531	2347	Tristram Stuart	Toula Papapantou	Christina Vlahaki
162	Beth Noveck: Demand a more open-source government	Μπέθ Νόβεκ: Απαιτήστε μια πιο "ανοικτού κώδικα" διακυβέρνηση	https://www.ted.com/talks/beth_noveck_demand_a_more_open_source_government	Jun 2012	2843	3011	Beth Noveck	Diomides Skalistis	Kyriakos Athanasiou
163	Wayne McGregor: A choreographer's creative process in real time	Γουέιν Μακ Γκρέγκορ; Η δημιουργική διαδικασία ενός χορογράφου σε πραγματικό χρόνο	https://www.ted.com/talks/wayne_mcgregor_a_choreographer_s_creative_process_in_real_time	Jun 2012	2582	2251	Wayne McGregor	Katerina Koukaki	Vasiliki Fragkoulidou
164	Susan Solomon: The promise of research with stem cells	Σούζαν Σόλομον: Η υποσχόμενη έρευνα με τα βλαστοκύτταρα	https://www.ted.com/talks/susan_solomon_the_promise_of_research_with_stem_cells	Jun 2012	2229	2018	Susan Solomon	Toula Papapantou	Konstantinos Kechagias
165	Leslie T. Chang: The voices of China's workers	Λέσλι Τ. Τσανγκ: Οι φωνές των Κινέζων εργατών	https://www.ted.com/talks/leslie_t_chang_the_voices_of_china_s_workers	Jun 2012	2349	2331	Leslie T. Chang	Annita Garantzioti	Mary Keramida
166	Vikram Patel: Mental health for all by involving all	Βίκραμ Πατέλ: Ψυχική υγεία από όλους, για όλους	https://www.ted.com/talks/vikram_patel_mental_health_for_all_by_involving_all	Jun 2012	1984	1700	Vikram Patel	Nikoleta Dimitriou	Mary Keramida
167	Scott Fraser: Why eyewitnesses get it wrong	Σκοτ Φρέιζερ: Γιατί οι αυτόπτες μάρτυρες κάνουν λάθος	https://www.ted.com/talks/scott_fraser_the_problem_with_eyewitness_testimony	May 2012	2471	2403	Scott Fraser	Katerina Koukaki	Mary Keramida
168	Kent Larson: Brilliant designs to fit more people in every city	Κεντ Λάρσον: Πανέξυπνα σχέδια για να χωρέσουν περισσότεροι άνθρωποι σε κάθε πόλη	https://www.ted.com/talks/kent_larson_brilliant_designs_to_fit_more_people_in_every_city	Jun 2012	2762	2787	Kent Larson	Vassiliki Kassi	Mary Keramida
169	Jonathan Trent: Energy from floating algae pods	Τζόνθαν Τρέντ: Ενέργεια από επιπλέουσες επιφάνειες άλγης	https://www.ted.com/talks/jonathan_trent_energy_from_floating_algae_pods	Jun 2012	2532	2355	Jonathan Trent	Konstantinos Kechagias	Mary Keramida
170	Antony Gormley: Sculpted space, within and without	Άντονι Γκόρμλεϊ: Γλυπτός χώρος, εσωτερικά και εξωτερικά	https://www.ted.com/talks/antony_gormley_sculpted_space_within_and_without	Jun 2012	1868	1761	Antony Gormley	artmag.gr	Artmagazine Rteam
171	Robert Neuwirth: The power of the informal economy	Ρόμπερτ Νιουγουίρθ: Η δύναμη της άτυπης οικονομίας	https://www.ted.com/talks/robert_neuwirth_the_power_of_the_informal_economy	Jun 2012	1938	1913	Robert Neuwirth	Almis Baimpourtidis	Aris Giavris

17 2	Rob Legato: The art of creating awe	Ρομπ Λεγάτο: Η τέχνη του να προκαλείς δέος	https://www.ted.com/talks/rob_legato_the_art_of_creating_awe	Jun 2012	2995	2465	Rob Legato	Nikoleta Dimitriou	Konstantinos Theodoropoulos
17 3	Timothy Prester: Design for people, not awards	Τίμοθι Πρεστέρο: Σχεδιασμός για τον άνθρωπο, όχι για βραβεία.	https://www.ted.com/talks/timothy_prester_design_for_people_not_awards	Jun 2012	1962	1925	Timothy Prester	Elli Papadopoulou	Vasiliki Fragkoulidou
17 4	Jon Ronson: Strange answers to the psychopath test	Τζον Ρόνσον: Περίεργες απαντήσεις σε ένα τεστ ψυχοπάθειας	https://www.ted.com/talks/jon_ronson_strange_answers_to_the_psychopath_test	Mar 2012	2800	2459	Jon Ronson	Aphrodite Constantinou	Mary Keramida
17 5	Ivan Krastev: Can democracy exist without trust?	Ιβάν Κράστεβ: Μπορεί να υπάρξει δημοκρατία χωρίς εμπιστοσύνη;	https://www.ted.com/talks/ivan_krastev_can_democracy_exist_without_trust	Jun 2012	2201	1975	Ivan Krastev	KATERINA KOLOKA	Dimitra Papageorgiou
17 6	Mark Forsyth: What's a snollygoster? A short lesson in political speak	Μαρκ Φόρσάιθ: Ποιόν αποκαλούμε snollygoster; Ένα μικρό μάθημα πολιτικής αγόρευσης	https://www.ted.com/talks/mark_forsyth_what_s_a_snollygoster_a_short_lesson_in_political_speak	Jun 2012	1055	889	Mark Forsyth	Toula Papapantou	Almis Baimpourntidis
17 7	Lisa Kristine: Photos that bear witness to modern slavery	Λίσα Κριστίν: Φωτογραφίες που μαρτυρούν τη σύγχρονη σιλαβιά	https://www.ted.com/talks/lisa_kristine_glimpses_of_modern_day_slavery	Jan 2012	2505	2457	Lisa Kristine	Vassiliki Kassi	Mary Keramida
17 8	Pam Warhurst: How we can eat our landscapes	Παμ Γουόρχουστ: Πώς μπορούμε να κάνουμε τα τοπία μας φαγώσιμα	https://www.ted.com/talks/pam_warhurst_how_we_can_eat_our_landscapes	May 2012	2343	2261	Pam Warhurst	Elena Symeonidou	Mary Keramida
17 9	Max Little: A test for Parkinson's with a phone call	Μαξ Λιτλ: Τεστ Πάρκινσον με ένα τηλεφώνημα	https://www.ted.com/talks/max_little_a_test_for_parkinson_s_with_a_phone_call	Jun 2012	1112	1001	Max Little	Stelios Savva	Mary Keramida
18 0	Margaret Heffernan: Dare to disagree	Μάργαρετ Χέφερναν: Τολμήστε να διαφωνήσετε	https://www.ted.com/talks/margaret_heffernan_dare_to_disagree	Jun 2012	1694	1517	Margaret Heffernan	Leonidas Argyros	Aphrodite Constantinou
18 1	Scilla Elworthy: Fighting with non-violence	Σίλα Ελγουόρθι: Πολεμώντας με μη-βία	https://www.ted.com/talks/scilla_elworthy_fighting_with_non_violence	Apr 2012	1804	1683	Scilla Elworthy	Toula Papapantou	Mary Keramida
18 2	Becci Manson: (Re)touching lives through photos	Μπέτσι Μάνσον: Ελπίδα μέσα από τις φωτογραφίες.	https://www.ted.com/talks/becci_manson_retouching_lives_through_photos	Jun 2012	1473	1345	Becci Manson	Nikoletta Papadopoulou	Mary Keramida
18 3	Daphne Koller: What we're learning from online education	Δάφνη Κόλερ: Τι μας διδάσκει η εκπαίδευση στο διαδίκτυο	https://www.ted.com/talks/daphne_koller_what_we_re_learning_from_online_education	Jun 2012	3590	3468	Daphne Koller	Toula Papapantou	Theodora Apostolopoulou
18 4	Mina Bissell: Experiments that point to a new understanding of cancer	Μίνα Μπίσελ: Πειράματα που οδηγούν προς μια νέα κατανόηση του καρκίνου	https://www.ted.com/talks/mina_bissell_experiments_that_point_to_a_new_understanding_of_cancer	Jun 2012	2307	2085	Mina Bissell	Dimitra Papageorgiou	Constantine Anetakis.
18 5	Tracy Chevalier: Finding the story inside the painting	Τρέισι Σεβαλιέ: Βρίσκοντας την ιστορία μέσα στον πίνακα	https://www.ted.com/talks/tracy_chevalier_finding_the_story_inside_the_painting	May 2012	2386	2280	Tracy Chevalier	Chryssa Rapessi	thetisd theoktisti
18 6	Malte Spitz: Your phone company is watching	Μάλτε Σπιτς: Η εταιρία τηλεφωνίας σας σας παρακολουθεί	https://www.ted.com/talks/malte_spitz_your_phone_company_is_watching	Jun 2012	1211	1165	Malte Spitz	Chryssa Rapessi	Leonidas Argyros
18 7	James Stavridis: A Navy Admiral's thoughts on global security	Τζέιμς Σταυριδής: Σκέψεις ενός Ναυάρχου για την παγκόσμια ασφάλεια	https://www.ted.com/talks?q=A+Navy+Admiral's+thoughts+on+global+security&sort=newest	Jun 2012	2106	2108	James Stavridis	Nikolaos Benias	Nikolaos Benias
18 8	Vinay Venkatraman : Technology crafts for the digitally underserved	Βίναϊ Βενκατραμάν: «Τεχνολογικές βιοτεχνίες» για υποεξυπηρετούμενους	https://www.ted.com/talks/vinay_venkatraman_technology_crafts_for	Apr 2012	2427	2310	Vinay Venkatraman	Natalia Savvidi	Angela Nevsechirlioglou

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189	John Graham-Cumming: The greatest machine that never was	Τζον Γκράχαμ-Κάμινγκ: Η σπουδαιότερη μηχανή που δεν υπήρξε ποτέ	https://www.ted.com/talks/john_graham_cumming_the_greatest_machine_that_never_was	Mar 2012	2304	2161	John Graham-Cumming	Nikolaos Benias	Toula Papapantou
190	Neil Harbisson: I listen to color	Νιλ Χάρμπισον: Ακούω τα χρώματα	https://www.ted.com/talks/neil_harbisson_i_listen_to_color	Jun 2012	1358	1204	Neil Harbisson	Nikoleta Dimitriou	Theodora Apostolopoulou
191	Matt Mills: Image recognition that triggers augmented reality	Ματ Μιλς: Αναγνώριση εικόνας που ενεργοποιεί επαυξημένη πραγματικότητα	https://www.ted.com/talks/matt_mills_image_recognition_that_triggers_augmented_reality	Jun 2012	1337	1093	Matt Mills	Nikoleta Dimitriou	Theodora Apostolopoulou
192	Jamie Drummond: Let's crowdsourcing the world's goals	Τζάμι Ντράμμοντ: Να σχεδιάσουμε συνεργατικά τους στόχους του κόσμου	https://www.ted.com/talks/jamie_drummond_how_to_set_goals_for_the_world	Jun 2012	1951	2008	Jamie Drummond	Toula Papapantou	Vasilis Oikonomou
193	mina bissell experiments that point to a new understanding of cancer	Μίνα Μπίσελ: Πειράματα που οδηγούν προς μια νέα κατανόηση του καρκίνου	https://www.ted.com/talks/mina_bissell_experiments_that_point_to_a_new_understanding_of_cancer	Jun 2012	2307	2085	mina bissell	Dimitra Papageorgiou	Constantine Anetakis
194	Gabriel Barcia-Colombo: Capturing memories in video art	Γκαμπριέλ Μπαρσία-Κολόμπο: Ατμαλωτίζοντας αναμνήσεις σε βίντεο	https://www.ted.com/talks/gabriel_barcia_colombo_capturing_memories_in_video_art	Feb 2012	847	773	Gabriel Barcia-Colombo	Amanda Thoniati	Katerina Koloka
195	Todd Humphreys: How to fool a GPS	Τοντ Χάμφρεϊς: Πως να εξαπατήσετε ένα GPS	https://www.ted.com/talks/todd_humphreys_how_to_fool_a_gps	Feb 2012	2357	2303	Todd Humphreys	Angela Nevsechirlioglou	Vasiliki Fragkoulidou
196	Marc Goodman: A vision of crimes in the future	Μαρκ Γκούντμαν: Η προοπτική του εγκλήματος στο μέλλον	https://www.ted.com/talks/marc_goodman_a_vision_of_crimes_in_the_future	Jun 2012	2833	2774	Marc Goodman	Aggelos Zikos	Katerina Koloka
197	Chris Gerdes: The future race car -- 150mph, and no driver	Χρις Γκέρντες: Το μελλοντικό αυτοκίνητο -- 240 χλμ/ώρα και χωρίς οδηγό.	https://www.ted.com/talks/chris_gerdes_the_future_race_car_150mph_and_no_driver	May 2012	1766	1655	Chris Gerdes	Giorgos Papalexou	Vasilis Oikonomou
198	Jane McGonigal: The game that can give you 10 extra years of life	Τζέιν Μακ Γκόνιγκαλ: Το παιχνίδι που μπορεί να σας δώσει δέκα πρόσθετα χρόνια ζωής	https://www.ted.com/talks/jane_mcgonigal_the_game_that_can_give_you_10_extra_years_of_life	Jun 2012	3329	3281	Jane McGonigal	Kostas Karpouzis	Mary Keramida
199	Usman Riaz + Preston Reed: A young guitarist meets his hero	Ουσμάν Ριάζ και Πρέστον Ριντ: Ένας νεαρός κιθαρίστας συναντά το ήρωά του	https://www.ted.com/talks/usman_riaz_and_preston_reed_a_young_guitarist_meets_his_hero	Jun 2012	312	269	Usman Riaz + Preston Reed	Katerina Koloka	Theodora Apostolopoulou
200	Raghava KK: What's your 200-year plan?	Ραγκάβα ΚΚ: Ποιο είναι το δικό σας σχέδιο για τα επόμενα 200 χρόνια;	https://www.ted.com/talks/raghava_kk_what_s_your_200_year_plan	Apr 2012	1687	1750	Raghava KK	Vasiliki Chatzisavvidou	Mary Keramida

12.3 APPENDIX 3: Phraseology list

1	ad hoc	35	behind your back
2	along the way	36	go back (let's get back to/go back in time)
3	all over (the country/the world/the city, etc.)	37	Back then
4	came along	38	give them a break
5	all around (here/the world, go all around)	39	breaking out into a sweat
6	Like if	40	will break the ceiling
7	far away	41	breaks me down
8	as...as (fast/dark/much/old/good/many/good/lo ud, etc.)	42	I broke the silence
9	if you ask me	43	bottling it up
10	In addition to	44	a lot before
11	it's all about	45	as never before
12	at all	46	blown away
13	not at all	47	boil down to
14	fall asleep	48	had borne down (upon)
15	walking down the aisle	49	He's a born surgeon
16	as if (it were)	50	we can't do better than this (doesn't get any better than that/it gets even better)
17	That wasn't being asked	51	better off with
18	all my/yours/her etc. life	52	in the beginning (in the very beginning/at the beginning)
19	all of (you/us, which, etc.)	53	because of
20	How about that?	54	by and large
21	I went ahead	55	getting out of the box (out-of-the-box thinking)
22	by accident	56	putting each other into boxes (being boxed into)
23	above all else	57	it's none of your business
24	again and again	58	at the base of
25	I'm afraid (that)	59	are in the same boat
26	got ahold of it	60	why bother?
27	get along together	61	To be ... (honest/fair/sceptic/clear, etc.)
28	act on it	62	bring this up
29	along with	63	best she could tell
30	after all	64	cross a barrier
31	we're not there yet	65	Delhi belly
32	Back in (1957/the old days, etc.)	66	Just between us
33	believe you me		
34	believe it or not		

67	break down this wall/our barriers
68	believe me
69	Bless you
70	On the contrary
71	call back (to you)
72	call me up
73	It was a close call
74	came back to me/that
75	takes control of
76	come on
77	come up with
78	comes from
79	came (all the way) across
80	came to a decision
81	came true
82	coming out (of/of it)
83	come off
84	come what may
85	how come
86	come about it
87	for certain
88	pretty cool
89	two is company, three is a crowd
90	in this (his/ their, most, etc.) case /in the case of/in some cases
91	Case closed
92	In case
93	Choice, not chance, determines your destiny
94	in charge of
95	Check this out
96	check in with you
97	checked out
98	in contrast
99	in conclusion
100	to conclude
101	take care of (your health/obligations, etc.)
102	Be careful

103	who cares
104	makes you crazy
105	carried out by
106	it sounds crazy
107	cope with the challenges
108	press Caps Lock
109	stay in contact with
110	It's just around the corner
111	a deus ex machina
112	in his day
113	it will make your day
114	enjoy the day
115	Have a great day
116	drops out (of school)
117	That's a big deal/ What's the big deal?/not a big deal, etc.
118	all you have to do is
119	dead stop
120	no doubt (that)
121	by default
122	raising a lot of dust
123	deal with (deal with it)
124	has to do with
125	do-it-yourself
126	It drives me nuts /crazy
127	I feel/am dead inside
128	It depends on
129	It won't make a dent
130	Despite the (success, etc.)
131	live out their dreams
132	talk dirty
133	in detail
134	opens the doors to
135	drop dead
136	before our eyes
137	even though
138	even if

139	Even worse
140	even worse
141	to ease you off into
142	early to bed, early to rise makes a man healthy, wealthy and wise
143	In my experience
144	each and every one of them
145	to an extent
146	In effect
147	on the edge
148	be keeping a very close eye on/ keep his eyes on me
149	oddly enough
150	Enough is enough
151	without blinking an eye
152	batted an eyelash
153	end up
154	at/in the end
155	By the end of
156	except for
157	Why/How on Earth
158	In fact
159	famous for 15 minutes/my one minute of fame
160	I'm fine
161	to figure out
162	So far
163	as far as (it can go/we possibly could, etc.)
164	as far as (I was concerned/I could tell, etc.)
165	far longer
166	In the first place
167	freaked (me) out
168	in front of his eyes
169	in front of
170	pay up front
171	find out
172	have fun

173	making a little bit fun of
174	fade away
175	firing away with
176	they gave women a foot in the door of science
177	It's gone in and out of fashion
178	apart/aside from the fact that
179	first of all
180	at first
181	fast forward
182	There was fire in that belly
183	I'm on fire
184	Let's face it
185	hit me in the center/face
186	in the face of
187	This didn't fit the bill
188	One size fits all
189	fit me in to
190	Fair enough
191	full force
192	for free
193	oh my God
194	God bless you
195	God forbid
196	help me God
197	get through this
198	didn't get the memo
199	living off the grid
200	Got it (right)
201	Good afternoon
202	Goodbye
203	for good
204	I will carry that to my grave
205	grow up
206	If kids grow kale, kids eat kale
207	my reach will exceed my grasp
208	change gears
209	The goat becomes the hero

210	go after
211	give away
212	gets away
213	we went down
214	They take it for granted
215	Get over it
216	contract/bridge that gap
217	going in
218	Get out of here
219	gave up (on me)
220	give it up for (him/that)
221	go through
222	get off
223	Get on with it
224	given that
225	in general
226	Here we go/ here goes my theory
227	geek out
228	Go for it
229	guess what?
230	my goodness gracious
231	Oh my goodness
232	At/on the one hand
233	at/on the other hand
234	by hand
235	in hand
236	washed his hands of
237	with our own hands
238	hand-me-down books
239	Big hand for her
240	hands down
241	raised a hand to
242	with all my heart
243	at the heart of
244	What should you take home from all of this?
245	hold in their hands
246	have a great (day, weekend, etc.)

247	We have such a hard time
248	here we have it
249	going through your head
250	gave me a lot of hope
251	to get off the hook
252	I'll give you a hint
253	hang out with
254	hurts like hell
255	The hell with you
256	Hell no
257	pops her head in
258	butt heads
259	It's such an honor for us
260	What's happening (here)?
261	how hard can it be?
262	huff and puff
263	the idea is
264	I had no idea that/how etc.
265	you get the idea
266	you come across/up this idea
267	Ignorance is bliss
268	the tip of an iceberg
269	instead of
270	jumping up and down
271	You know
272	as you know
273	I'm just kidding/I'm not kidding/Are you kidding me?
274	kill himself
275	It kills me
276	kick you out of the nest
277	lo and behold
278	out loud
279	Let me tell you something/a story, let's start with
280	so long as
281	listen up

282	in so long
283	in the long/short term
284	no longer
285	live happily ever after
286	at least/at the very least
287	not least
288	Last but not least
289	let alone
290	let you down
291	Look at that
292	take a look at
293	look that up
294	look out
295	What would that system look like?
296	fall in (crazy) love with
297	the last thing I wanted to do
298	draw the line
299	cross the line
300	made love with
301	following the food pyramid to the letter
302	Let's see
303	let go
304	at an extreme level
305	took her to a new level
306	The light never goes out
307	come to light
308	later on
309	make my living from
310	length and breadth of
311	lingo jargon mumbo jumbo
312	No Loo, No I Do
313	Money never sleeps
314	Nice to meet you
315	more and more
316	More to come
317	more than anybody on Earth
318	the less/more ..., the less/more

319	even more
320	make sure (that)
321	most importantly
322	At that/this very moment
323	we're really creating a moment
324	change my mind (about)
325	keep/bear in mind (that)
326	stick in your mind
327	to meet this challenge/target/criteria, etc.
328	Move out
329	no matter what/why/how/where, etc.
330	In/within a matter of seconds/hours, etc.
331	move away (from)
332	by no means/by all means
333	I mean
334	meant so much to him
335	in the middle of
336	made (out/up) of
337	For me/to me,
338	Don't mess with me
339	make no mistake
340	we're in the midst of
341	The good news is that
342	by now
343	nail this science down
344	nonetheless
345	for nothing
346	like your worst nightmare
347	get their nose out of joint
348	out of nowhere
349	you name it
350	in need
351	Nevertheless
352	once more
353	Once upon a time
354	at once
355	in my opinion

356	of your own
357	In order (for me/you/us, etc) to / in order not to
358	over a decade/year, etc.
359	over and over (and over)
360	out of a/all the
361	not one of them
362	on and on
363	that it's at odds with
364	Oh ho ho!
365	I'm okay with that
366	on my own
367	once again
368	sí se puede
369	there's no point
370	at this/some point
371	What is the point?
372	from the/a point of view (of)
373	point out (to)
374	get to the point
375	per day
376	The perpetrator becomes the victim
377	pay attention to
378	have been in play
379	pan out
380	In particular
381	the last/only person on Earth
382	make it personal
383	in peace
384	pick (me/you/them, etc.) up
385	pick off
386	put up with
387	In the past
388	put together
389	I'm pouring myself into
390	on a par with that of
391	For the most part

392	the best part is
393	per se
394	on purpose
395	It is a pity
396	in public
397	prior to
398	from a (different, etc) perspective
399	to tackle these problems
400	the question is
401	I'm out of the question
402	there's no question about it
403	somewhere over the rainbow
404	get rid of
405	run out of time
406	run the show
407	as a result (of)
408	All right
409	right now
410	That's right
411	Romeo and Juliet stuff
412	for some/whatever/no (apparent) reason
413	play a (massive/important, etc/.) role
414	rat people out
415	in this respect
416	With respect to
417	ripped off
418	in response to
419	we had a rough go of it
420	all of a sudden
421	You see
422	make sense
423	for goodness/God's sake
424	so do I/you/they, etc.
425	in a sense/in the sense of
426	slow down
427	for sure/ to know for sure
428	step back

429	shows up
430	I'm putting the bake sale to shame
431	spread around
432	speak up
433	Soon after
434	swat it away
435	it's not rocket science
436	settle down
437	shut down
438	shut up
439	I shut myself off
440	one step at a time
441	we screw it up
442	as soon as
443	state-of-the-art
444	started out
445	for a start
446	twenty/thirty/forty, etc. something
447	(and) so on (and so on/forth)
448	some sort of/all sorts of
449	simple as that
450	needless to say
451	let's say
452	stand up for
453	make me/you/us, etc. sick
454	as such
455	it's not going to come as any surprise for me
456	spring to life
457	set them free
458	get stuck in
459	on the surface
460	spring into action
461	see you (later)
462	sets the stage
463	by my side
464	from our side
465	There's a flip side

466	is a different/longer/same, etc. story
467	(this ain't) no shit
468	sine qua non
469	or so
470	in spite of
471	ever since then
472	I'm sorry
473	for yourself
474	so-and-sos
475	and stuff
476	side by side
477	twice a day
478	turn away
479	in turn
480	turn out (to be/that)
481	turn (something/someone) into
482	do not tell me
483	walking the tightrope
484	In terms of
485	me/you, etc. too
486	too graphic to be shown
487	take place
488	at the same time
489	all the time
490	waste (of) time
491	spend (some/an awful lot of/my) time (with/in)
492	in time
493	turn off
494	turns me off
495	turn myself off
496	I turn on the lights
497	turn (me/myself) on
498	at the turn of
499	turn around
500	turned on and off
501	turns red with rage

502	I have a thing for
503	throw it away
504	take on
505	to track down
506	at all times
507	get in touch
508	at the top (of)
509	giving it a try
510	at the/that time
511	taking a long time
512	in my/his, etc. spare time
513	by the time
514	killing time
515	many times
516	it's time for
517	the (next) thing is
518	amongst other things
519	(if/when) you think about it/that
520	take over
521	a thousand times no/yes, etc.
522	pulling the trigger
523	lost in translation
524	threw in the towel
525	keep you on track
526	they're just on this track
527	the truth is
528	the tale of woe
529	cross a threshold
530	think small
531	to our shock/surprise, etc.
532	tune into
533	take it from me/you, etc.
534	take a terrible toll on
535	take on
536	under stress
537	it's not up to me to say
538	under the pressure of

539	I didn't understand a word of it
540	it takes an understanding that
541	under the table
542	make use of
543	get used to it
544	(to be) under control
545	as usual
546	up till now/to the end, etc.
547	Merry Valentine's
548	in vain
549	what if
550	whether or not
551	as well (as)
552	is what it is
553	Well done!
554	it's no wonder (that)
555	if you will
556	wake (it) up
557	things almost didn't work out
558	by the way
559	watch out
560	Wind down
561	this whole time
562	as a whole
563	we're getting into even deeper waters
564	In other words
565	in her words
566	without a word
567	Is it worth their while?
568	all the while
569	something's wrong here
570	going wrong
571	wiped out
572	there is no way (that)
573	what's going on (here)?
574	whatever it is
575	whatever the hell

576	It gets worse
577	worst of all
578	all the way to
579	wear out
580	in a/some/that/many/the same/any, etc. way
581	do well together
582	(my second child) on the way
583	the other way

584	It is not without challenge
585	whipping boy
586	wrote me off
587	walled off from
588	What's wrong?
589	we've come a long way
590	waxes and wanes
591	and yet
592	yet to be

12.4 APPENDIX 4: Phraseology list of preliminary study

1	on the border of	41	I need to take time to to
2	Fast forward	42	Say it out loud
3	are on the verge of	43	come to the conclusion
4	for good	44	come to my senses
5	fly straight	45	taking turns
6	where this is going, where I'm going etc.	46	In turn
7	What's going on?	47	with open arms
8	she stops dead in her tracks	48	his doors are always open
9	digging deeper into	49	you're missing the point here
10	take this nice and easy/slow	50	Don't get me wrong
11	a long way back	51	something is going wrong
12	perform at our very best	52	I didn't get the memo
13	flipped my life upside down	53	he gives a bad name to
14	hit the bottle	54	took credit
15	spend so little time	55	win some, lose some
16	take our foot off the gas	56	made their way to
17	before we know it, before I blink my eyes	57	They're on their way to
18	step back, take a step back	58	are the next in line
19	had something to do with	59	Top of the line
20	have no idea	60	And on top of all
21	case closed	61	I found my place
22	let someone go	62	I can break the little glass ceiling of
23	you're on a roll	63	I can't help it
24	sucks all the life out of you	64	you can take a second/ a few seconds
25	at the bottom	65	have kept your mouth shut
26	feel like it	66	kick my ass
27	You betcha	67	well done
28	other way around	68	do well
29	Change my mind	69	put his foot down
30	thumbed through it	70	to fold to the conventions
31	in their wake	71	got completely sucker-punched in the face by depression
32	brought us all together	72	will never again need to flip back her hair
33	play an essential role	73	I wish he'd get off my back
34	takes this all to a whole new level	74	It was off and running
35	come into its own	75	They were dressed to the nines
36	Case in point	76	to rise to the occasion
37	late seventies	77	in their Sunday best
38	making fun of a child	78	Putting technology in the hands of
39	Once upon a time	79	you ain't seen nothin' yet
40	one laugh at a time		

80	There was no question that
81	I dream big
88	Beam me up, Scotty
83	bridge that gap
84	back in the day
85	not be that person
86	at ease
87	act it out
88	And then I went into geology, "rocks for jocks"
89	you got it

90	lo and behold
91	the key to success
92	broke my heart
93	little yellow brick road
94	caught on and caught fire
95	we will start a movement
96	try to meet that bar
97	It's out of your control
98	coming down the road

