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Corpus Analysis of a Causative Verb *to Cause* and Pedagogical Implications

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Abstract

Many of the studies based on corpus analysis seem to be increasingly revealing the gap between what actually occurs in written and spoken texts by native speakers and what is conventionally taught to learners of English. This research focuses on the usage and semantics of a causative verb *to cause* using a corpus and textbook analysis. The aim of the present study is to clarify the gap between the real usage and meanings of the verb *to cause* in native speakers' written and spoken English and the explanations under the entry of the verb in grammar books and dictionaries widely used by intermediate learners of English in Japan. Native speakers quite often use the verb in collocations with a negative meaning. However, most of the English-Japanese dictionaries and grammar books checked do not explain the usage and semantics of the verb explicitly. Inappropriate word usage by Japanese learners in English as a Foreign Language (EFL) situation can be partly attributable to insufficient explanations of the usage of the verb in reference books. Explicit explanations about the characteristics of collocations of the verb *to cause* should be provided. Though the topic of this research is limited to one specific verb, the findings of this study can be applied to pedagogical implications, and the study should be developed to other causative verbs.

Introduction

Many of the studies based on corpus analysis seem to be increasingly revealing the gap between what actually occurs in written and spoken texts by native speakers and what is conventionally taught to learners of English. This research focuses on the usage and semantics of a causative verb *to cause* using a corpus and textbook analysis. The topic of this research stems from my experience in classroom in which some of my intermediate students wrote sentences which struck me as odd without being able to

identify the accurate reason: “My friend’s efforts caused a big success” and “A computer game caused school boys to feel happy”. These sentences were written by Japanese university students who had studied English for six years. They tended to use a verb *to cause* with positive results, such as *a big success*, or *feel happy*, which seemed unusual to me. Referring to the usage and meaning of *to cause*, the verb frequently occurs with a word or a phrase with some meaning of an undesirable or uncomfortable result (Stubbs, 2002, chap.2). What is problematic in the case of Japanese students mentioned above is that they do not notice that this verb very frequently occurs in a collocation with a negative meaning in natural discourse. Though this kind of misunderstanding may be inevitable because students lack natural exposure to their target language in EFL situations, it cannot be overlooked when this problem of appropriateness of language usage is related to many Japanese learners of English.

The linguistic literature is full of discussions of causatives beginning at least with Kastovsky (1973) and Comrie (1981), and extending through Croft (1990), Dixon (2000), and Shibatani (1976, 2002). Huang and Su (2005) note “Causatives have been subjected to intensive scrutiny by linguists in recent years” (Huang & Su, p.341). There are also studies which are more directly related to the issue of the semantics and causatives (Talmy, 1976; Inoue, 1992). In recent years, research on the different uses between the causative verbs based on studies of collocation have been conducted (Furuta, 2008; Ikegami, 1990). Also, the uses of a causative verb by Japanese university students have been researched on the basis of corpus analysis (Mochizuki, 2007). In this paper the lexical and semantic inappropriateness in the collocation of *to cause* by Japanese intermediate-level learners of English is researched and argued.

In order to consider why many Japanese students do not learn the appropriate usage of *to cause*, many dictionaries and grammar books which Japanese college or university students frequently use are investigated. Examining dictionaries and grammar books is useful because they are perhaps the most influential resources, aside from teachers, to give students information about the meaning and usage of this verb. In this paper I investigate native speakers’ actual usage of the verb *to cause* analyzing the Corpus of Contemporary American English (COCA) and some of the textbooks used at universities in Japan. Then, I consider how the explanations in dictionaries and grammar books widely used by Japanese students differ from the real usage by native speakers. The result of this research will lead to pedagogical implications for how learners could increase their appropriateness of the word usage.

Literature Review

The overview of the previous descriptions about a verb *to cause* in some

dictionaries and grammar books shows that they do not adequately explain the real usage of the verb. As a preliminary procedure of my research I check the descriptions in dictionaries and grammar books. In order to make the investigation clear I need to categorize the reference books into two groups: dictionaries and grammar books. And dictionaries are moreover divided into two categories: English-Japanese dictionaries and English-English dictionaries.

Dictionaries

First, many English-Japanese dictionaries seem to define *to cause* in a neutral way. For example, *The Anchor Cosmica English-Japanese Dictionary* (2008), *The Beacon English-Japanese Dictionary* (2012), *Kenkyusha's English-Japanese Dictionary for the General Reader* (1999), *Kenkyusha's New College English-Japanese Dictionary* (2012), *The New Crown English-Japanese Dictionary* (2008), *Obunsha's Comprehensive English-Japanese Dictionary* (2002), *Sanseido's Daily Concise English Dictionary* (2009), and *Sanseido's Concise English-Japanese Dictionary* (2011) define *to cause* in a neutral way. *Neutral* here means the definition in the dictionary shows neither undesirable nor desirable characteristics of the result of the verb. More concretely, in *Sanseido's Concise English-Japanese Dictionary*, the description of *to cause* is neutral and the verb is defined as follows: "to become a reason of something; to make something happen; and to make someone do something" (p.208). Although the definition is neutral almost all the example sentences contain negative results.

A few dictionaries define this verb neutrally, but add some negative nuance of this verb. *Taishukan's Genius English-Japanese Dictionary* (2006) and *Favorite English-Japanese Dictionary* (2012) are classified in this group. For example, *Taishukan's Genius English-Japanese Dictionary*, which is one of the most widely used dictionaries by Japanese high school students, defines the verb "to make something or something like distress happen" (p.315). However, while its example sentences under the grammatical item of *to cause* + *object* (*O*) and *to cause* + *O* + *O* show negative results as follows: "He caused our failure" (p.315) and "Your letter will cause him a great deal of distress" (p.315), under the grammatical item of *to cause* + *O* + *to infinitive*, its example sentence shows a positive result of the verb: "Her behavior caused me to laugh" (p.315). The Japanese translation of this sentence is not the most usually recollected ones like "kanojo no sigusa wa watasi wo warawaseta", or "kanojo no sigusa ni watasi wa waratta", but "kanojo no sigusa ni watasi wa waratte simatta" (p.315). The latter translation seems to emphasize a little that the laughter occurs unintentionally as a result of seeing her behavior. This example sentence seems to show the characteristic of contingencies or an accidental result of this verb. Another example sentence under the same grammatical structure (*to cause* + *O* + *to infinitive*) is "She caused me to run into the wall" (p.315) and the explanation of its usage explicitly states that while *to make* and

to have show the intention of the subject of a sentence, *to cause* means unintentional causation and does not co-occur with such adverbs as *deliberately* and *intentionally*. Judging from the Japanese translation of the first example sentence and the explanation in the second one, the main point of the example sentence, “Her behavior caused me to laugh” may not be viewed as a positive result, but an accidental result associated with *to cause*. Moreover, if somewhat ironical or negative meaning such as some nuance of *scorn* or *jeer* is implied in “laugh” in this example sentence, the example does not necessarily include a positive result. In any case, the example sentence containing a generally positive meaning word in *Taishukan’s Genius English-Japanese Dictionary* is quite exceptional among many other English-Japanese dictionaries for intermediate-level learners.

Recently, many English-Japanese dictionaries have been greatly revised on corpus information and give more useful information about collocations or appropriate usage of English vocabulary (Inoe, 2004; Seto, 2008). Sinclair’s COBUILD dictionary project in the 1980s triggered the great movements towards compiling other corpus-based dictionaries. For example, *Lighthouse English-Japanese Dictionary* (2007), *Luminous English-Japanese Dictionary* (2006), and *The Wisdom English-Japanese Dictionary* (2013) use a correct collocation of the verb *to cause*. In fact, *The Wisdom English-Japanese Dictionary* clearly defines *to cause* “to become the reason of something bad” (p.305). Similarly, *Luminous English-Japanese Dictionary* explicitly explains “this verb is usually used for something bad” (p.266). However, as can be investigated above, under the entry of *to cause*, the number of the English-Japanese dictionaries which explicitly explain the appropriate semantic usage of *to cause* is still very limited. In other words, most of the English-Japanese dictionaries checked here do not explicitly explain that the verb usually occurs in a collocation of a negative meaning although most of them provide example sentences including negative results.

On the other hand, English-English dictionaries tend to associate *to cause* with negative results. For example, *Longman Active Study Dictionary* (2010), *Cambridge Advanced Learner’s Dictionary* (2003), *Cambridge International Dictionary of English* (1995), *Collins COBUILD Advanced Learner’s English Dictionary* (2003), *Longman Advanced American Dictionary* (2000), *Macmillan English Dictionary for Advanced Learners* (2007), and *Oxford Advanced Learner’s Dictionary of Current English* (2005) define *to cause* in a negative way. More concretely, *Cambridge Advanced Learner’s Dictionary* shows that this verb is associated with a negative result defining it as “to make something happen, especially something bad” (p.235). Similarly, *Oxford Advanced Learner’s Dictionary of Current English* defines this word, “to make something happen, especially something bad or unpleasant” (p.262).

Furthermore, almost all the example sentences of this verb in the English-English

dictionaries checked in this research include negative results. For instance, the example sentences in *Longman Advanced American Dictionary* (2000) include “Heavy traffic is causing long delays on the freeway” (p.210), and “The fire caused \$500,000 in damage” (p.210). Especially, *Macmillan English Dictionary* (2007) adds an explanation about the collocation, listing the nouns frequently used as objects of *to cause* such as *alarm*, *concern*, *confusion*, *controversy*, and *problems* (p.227). Also, *Longman Active Study Dictionary* (2010), exaggerates *to cause* means to make something happen, especially something bad, by comparing with other synonymous phrases such as *bring about*, which means “to make something happen, especially changes or improvements” (p.134).

The Concise Oxford Dictionary of Current English (1995) and *Chambers English Dictionary* (1988) are among few English-English dictionaries which define this verb neutrally. For example, the definition of this causative verb in *The Concise Oxford Dictionary of Current English* is to “be the cause of, produce, make happen” (p.208). However, the example sentence includes a negative result; “cause a commotion” (p.208).

Through the overview of the dictionaries frequently used by Japanese intermediate or advanced learners of English, we can conclude that English-English dictionaries tend to explicitly describe that *to cause* is predominantly used in undesirable situations whereas English-Japanese dictionaries’ definitions tend to be more neutral without explicitly mentioning the negative meaning collocation.

Grammar Books

Most of the grammar books easily available and generally used by Japanese intermediate learners of English do not clearly provide explanations about undesirable results in collocations of *to cause*. In some grammar books *to cause* is explained in a grammatical category named Causative Verbs, which often includes the type of verbs such as *to make*, *let*, *have*, *allow*, *compel*, *enable*, *force*, *get*, and *permit* (Nakamura, 2009; Sugiyama, 2007). In grammar books, emphasis is placed on the explanation of two grammatical structures, *SVO + root infinitive* and *SVO + to infinitive*. One example of the former is “What makes you think so?” (Nakamura, 2009, p.60) and one of the latter pattern is “What caused you to change your mind?” (p.60). Also, *to cause* is often explained in a grammatical category of the verbs which are often used in a sentence with an inanimate subject (Egawa, 2002; Ishiguro, 2006). Other verbs such as *to make*, *force*, *allow*, *permit*, and *bring* are explained in this category and example sentences with an inanimate subject include “a bad cold caused the singer to lose his voice” (Egawa, 2002, p.26) and “Her pride did not allow her to show her grief in public” (p.27). Also, other grammatical books principally describe these grammatical patterns without giving commentary about negative results associated with *to cause*.

Additionally, a few grammar books explain the semantic difference between *to cause* and other causative verbs. For example, the difference of register between

sentences with *to cause* and *to get* is accounted for in *An A-Z of English Grammar & User* (Leech, Cruickshank, & Iranic, 2001). According to the book, a sentence with *to cause* is rather formal compared with a sentence with *to get* (p.99). Moreover, *Sanseido's Dictionary of Present-day English Usage* (2006) explains that *to cause* often refers to contingencies or accidental results while other causative verbs such as *to make, have, get, or let* often means that a subject's intention operates on an object to some extent. Despite the explanations of the differences between *to cause* and other causative verbs, negative results in collocations of *to cause* are rarely described in most conventional grammar books for Japanese intermediate learners of English.

A Dictionary of English Word Grammar on Verbs (Konishi, 1980) is one of the grammar books which explain negative results in the collocation of the verb *to cause*. There are many example sentences to show the negative results such as *trouble, decline, disruption, failing* and *damage* (p.236). Furthermore, *An A-Z of English Grammar & User* (Leech, Cruickshank, & Iranic, 2003) is another grammar book with a short, but clear explanation about a negative result of *to cause*. These two grammar books are mainly for teachers or researchers and seem not so easily available for college or university students. Nonetheless, if the grammar books clarify the issue, it can be useful for teachers in their attempts to understand and to explain the phenomenon to students. Overall, even though a few other grammar books attempt to account for the usage and meanings of the verb, they seem not to be clear in explaining that the verb mostly occurs with the words of negative meanings.

In this literature review, descriptions of the verb *to cause* in dictionaries and grammar books were investigated. As a result, many English-Japanese dictionaries seem to define *to cause* in a neutral way and they do not clearly mention the negative results of *to cause*, but they just present example sentences with undesirable outcomes. On the other hand, English-English dictionaries tend to associate *to cause* with negative meanings and most of the example sentences include some negative words with them. However, intermediate learners of English are unlikely to get enough information from those English-English dictionaries because the number of the students who use them in their studies is still limited and most of them use English-Japanese dictionaries. Moreover, as for grammar books, descriptions of the negative characteristic of collocations of *to cause* are not explicitly presented in most cases. Though some grammar books compare the verb *to cause* with other causative verbs and other explanations about the register and contingencies are presented, as a whole, learners can get only limited information from grammar books on the semantically appropriate usage of the verb. In this paper I compare the native speakers' actual usage of the verb with what I have found from the overview of the descriptions of the word in reference books.

Methods

Data used in this research consists of two parts: data from a native speakers' corpus and data from the textbooks students use in classes I teach.

Data from Corpus

COCA was used for collecting data for this study. It is authentic corpora composed of four hundred million words of text and can be easily accessed from general researchers and students. I chose eighty real sentences at random which I found under the entries; *cause*, *caused*, *will cause*, and *cause + Noun Phrase (NP) + to infinitive*, so as to examine how *to cause* is really used. Through this corpus analysis, the tendency of usage of *to cause* by native speakers was examined.

Data from Textbooks

Other data were based on the textbooks used in some of the sophomore reading courses at the university where I teach, Chuo University in Tokyo. One of the textbooks used was *Knowledge in Making* (Barton, Sellick, & Shimamura, 2008), which was written by two native speakers and edited by a Japanese teacher, all of whom are familiar with Japanese university students' learning background. This choice was based on the reputation of the textbook aiming at developing the ability of critical thinking through reading a wide variety of topics. This book is published by a major publisher of EFL materials for Japanese university students, Seibido.

And the other book used for data gathering was *Our Planet, Our Future* (Takeuchi, Ikeda, & Mizumoto, 2008), which is also used in some reading classes at universities in Japan. It was compiled from the series of *Planet under Pressure* published by Harcourt Education in 2006 and 2007. Though some changes were added for Japanese university students, the original texts were written for native English speakers, not especially for learners of EFL. Moreover, the content of *Our Planet, Our Future* focuses on ecological and environmental topics while *Knowledge in Making* (Barton, Sellick, & Shimamura, 2008) mainly deals with cultural and social topics. The choice of these two different types of textbooks for data collection was based on the belief that they could provide varied usages of *to cause*.

Both of the textbooks were scanned and a list of sentences with *to cause* was made and those sentences were examined based on the characteristics of the meaning of the words surrounding *to cause*. The collocations of *to cause* were analyzed in terms of positive, neutral, or negative meaning to determine the semantic traits of the environment in which *to cause* appears. Moreover, the most frequently occurring words with *to cause* presented from the corpus analysis and textbook analysis were compared in the end.

Results

Corpus Analysis

The most frequently occurring word with *to cause* was *problems*, which was found eight times in total in randomly chosen 80 sample sentences drawn from COCA. Those 80 samples were composed of the sentences randomly chosen under four entries: *cause*; *caused*; *will cause*, and ones with a grammatical structure of *cause* + *NP* + *to infinitive*. In the samples chosen in this way, *problems* occurred in the collocations the most frequently and it was followed by *damage*, which was found five times, and *death* followed *damage*, having been found four times. Next, *concern* came after *death* appearing three times, and *concern* was followed by *decline* and *trouble*, both of which occurred twice respectively. Table 1 shows the top six terms that the most frequently occurred in the chosen samples. It is obvious that all of these words imply negative meanings.

Table 1 *The Most Frequently Occurring Words with “To Cause”*

The most frequently occurring words	Times
<i>problems</i>	8
<i>damage</i>	5
<i>death</i>	4
<i>concern</i>	3
<i>decline</i>	2
<i>trouble</i>	2

Some of the most outstanding areas where *to cause* frequently occur are five genres: climate and environmental problems, concerns in life, diseases and health problems, social and economic problems, and scientific issues (Table 2). In 80 samples, *to cause* occurred the most frequently in the genre of climate and environmental problems in a total of 21 times. *To cause* appeared 20 times in the genre of concerns in life, and in the genre of diseases and health problems, *to cause* was found 17 times. In social and economic issues *to cause* occurred 16 times, and in scientific issues *to cause* appeared six times. Some of the examples are:

[Environmental problem]: *Human activities caused pollution.*

[Health problem]: *A plague will cause the death of millions.*

[Economic problem]: *...warning that Barack Obama's policies will cause a depression.*

Table 2 *Genres in which Each Form of "To Cause" Occurred*

form genre	cause	caused	will cause	cause+NP+ to infinitive	Total
Environmental Problems	7	8	6	0	21
Concerns in Life	2	2	6	10	20
Diseases & Health Problems	4	5	3	5	17
Social & Economic Problems	5	5	3	3	16
Scientific Issues	2	0	2	2	6

Table 3 *The Rate of Occurrences with Negative, Neutral, or Positive Results*

form neutrality	cause	caused	will+ cause	cause + NP+ to infinitive
Negative	90%	90%	95%	75%
Neutral	5%	10%	5%	15%
Positive	5%	0%	0%	10%

Next, as shown in Table 3 *to cause* almost always appeared with negative results. The average rate with which *to cause* occurred in negative collocations was 87.5%. So, taking these findings into consideration, we can conclude that analyzing the data from COCA showed that *to cause* was overwhelmingly used in the collocations having negative meanings.

Textbook Analysis

In the textbook, *Knowledge in the Making*, *to cause* occurred 11 times. As Table 4 shows, two examples related to climate change, four other examples related to concerns in life, a similar four examples related to diseases and one example related to economic crash. All examples were connected with negative results.

In the other textbook I used for data collection, *Our Planet, Our Future* (Takeuchi, Ikeda, & Mizumoto, 2008) I could find *to cause* 22 times. This number is larger than that in the other textbook mentioned above. However, the reason can be easily expected from the title of this book. *Our Planet, Our Future* mainly deals with the topics of our health and environment issues. In 15 among 22, the names of diseases and health problems occurred with *to cause*, such as *blindness*, *kidney failure*, and *cancer*. In five instances, phrases relevant to environmental issues occurred with *to cause*, including *emission of gasses*. And two examples related to concerns in life. Here, again in this textbook, negative results occurred with *to cause* 100 percent of the time (Table 4).

Table 4 Genres in which "To Cause" Occurred in Each Textbook

textbook genre	<i>Knowledge in the Making</i>	<i>Our Planet, Our future</i>	Total
Environmental Problems	2	5	7
Concerns In Life	4	2	6
Diseases & Health Problems	4	15	19
Social & Economic Problems	1	0	1
Total	11	22	33

Combining the results of two textbooks, the most frequently occurring word in the collocations with *to cause* was *problems*. It is notable that *problems* occupied the top place in both of the lists showing the most frequently occurring words in corpus analysis and textbook analysis (Table 1 & Table 5). According to textbook analysis, the second most frequently occurring word with *to cause* was *diseases*, which occurred four times and it was followed by *pollution*, which could be found in two samples.

Table 5 *The Most Frequently Occurring Words with “To Cause” in Two Textbooks*

The most frequently occurring words	Times
<i>problems</i>	7
<i>diseases</i>	4
<i>pollution</i>	2

As shown, the data from two textbooks used at university reading classes presented that *to cause* occurred 33 times in total and in all of the cases *to cause* occurred in the collocations with negative meanings. In both of the analyses using a corpus and textbooks, a total of 113 samples were examined and the results of the investigation showed that *to cause* was connected to the concept of negative or undesirable meanings, and the collocations of the causative verb have negative results in most cases.

Discussion/ Conclusion

A corpus and textbook analysis in this study reveals the gap between what is actually produced by native speakers and what is described in dictionaries and grammar books in terms of the usage and meanings of the causative verb *to cause*. As a result of investigation of 80 samples randomly chosen from COCA, 87.5% of collocations with *to cause* include negative and undesirable results. Among 33 sentences with *to cause* found in the surveyed textbooks, all of the collocations of the verb imply negative results without exception. Moreover, the study shows that *problems* is the most frequently occurring word with *to cause* in both the corpus and the textbook analysis. In the textbook analysis, *problems* is followed by *diseases* and *pollution* in the list of the most frequently occurring words that are used with the expression.

Although the findings of this study show that collocations of *to cause* include negative characteristics, this is not explicitly presented in most English-Japanese dictionaries and grammar books examined for this study. Therefore, we can conclude that this research shows that the actual usage of native speakers in terms of semantics of a causative verb *to cause* is not adequately reflected in some grammar books and dictionaries. It is assumed that the insufficient explanation in reference books about negative characteristics of the collocations of *to cause* is one reason for the inappropriate usage by Japanese students.

This kind of semantic subtle inappropriateness of the word usage may be inevitable indeed, because the students lack natural exposure to the target language in EFL situations and many teachers may lack the confidence to help students incorporate these subtleties into their own language expression. There is also the crucial question of how much subtlety can be taught to students who may have far more basic and far more vexing problems such as simple reading comprehension. However, it is essentially important to decrease the semantic subtle inappropriateness in the use of the word when “[the] collocation ability of English decides whether learners could masterly use real English in effective communication” (Yan, 2010).

So, the findings from this study suggest that more direct and explicit explanations about the usage and meanings of *to cause* could be provided in descriptions in dictionaries and grammar books. When students encounter an unknown word or grammar item in their textbooks, their natural inclination is to consult a dictionary or grammar book. Therefore it is critically important that these reference books explicate the verb explicitly. Also, teachers could encourage students to read example sentences of the target word in dictionaries more closely. Furthermore, intermediate or advanced level students will be able to get better knowledge about the appropriate usage if they use several different dictionaries which can mutually compensate the shortage of information, including English-English dictionaries.

The result of this investigation suggests that teachers could benefit from being more aware of the finding that there is a gap between the actual usage of *to cause* by native speakers and descriptions in reference books many learners use. Teachers could explain appropriate usage of *to cause* more explicitly when the causative verb occurs in a text, and at the same time teachers could direct their students to look at tangible examples from the corpus. If the learners are encouraged to notice that *to cause* mostly occurs in negative collocations and to practice using the word in some real contexts, they may be able to write and speak more appropriately and with more confidence. Moreover, if the learners can be given chances to get numerous examples from the corpus in classrooms and find out the usage of words by themselves from a lot of examples given, their awareness about the appropriate usage of words will be surely

raised.

This study has limitations mainly because it focuses on the usage and meanings of one specific causative verb *to cause*. Though the topic of this study is specific, this study does suggest that noticing the gap between the actual usage and the inexplicit explanations the learners get from dictionaries and grammar books, teachers can change the way of teaching vocabulary. Corpus analysis in classrooms is a very effective way to give language learners and language educators crucially important information on collocation, semantics, and usage of words. So, more extensive studies on the semantically appropriate usage of other causative verbs on the basis of corpus analysis should be pursued so that learners can develop a more natural and fluent writing and speaking ability in learning English.

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(要旨)

本稿は、日本人英語学習者の文法的には正しい使用法ながら意味論的に不適切な使用法を、一つの使役動詞“to cause”に着目し、その原因を分析し、また分析結果の授業への応用を考察するものである。その際、コーパス分析および教科書分析から見られるネイティブ・スピーカーのこの語の一般的使用法と日本人英語学習者の情報源となる辞書と文法書の記述傾向を比較するという手段を用いる。The Corpus of Contemporary American English (COCA) によるコーパス分析では、この使役動詞は否定的意味と共起する場合が多く、また日本人大学生に使用される教科書分析でも同じ傾向が見られる。一方、中級レベルの日本人英語学習者が頻繁に使用する辞書や文法書では、この動詞の否定的意味との共起を明記しているものが少なく、否定的意味を表す例文のみの提示が多い。ネイティブ・スピーカーの使用傾向と日本人英語学習者に与えられる使用法に関する情報の乖離が、学習者によるこの動詞の意味的に不適切な使用法の一つの原因になっていると考えられる。この論文の分析結果は、教室内での教師による指導法、コーパスの授業への導入、辞書の例文の取り扱い方などの点で、実際の授業に示唆を与えることができる。この小論は一つの使役動詞の分析にとどまるが、否定的、中立的、肯定的な意味といかに関起するかという視点による言葉の使用法の分析は、多くの他の動詞にも応用可能で、文法的には間違いではないが、意味的に不適切な使用法を日本人英語学習者に認識させる有効な指導法となるため、この観点からのさらなる研究が必要である。