

NEWLY OBSERVED PHRASEOLOGICAL UNIT BEYOND THE EXPLANATIONS OF EXISTING LINGUISTIC FRAMEWORKS – THE WAY HOW AS AN EXAMPLE

Ai Inoue, PhD.

Department of Foreign Languages, National Defense Academy, JAPAN.

ABSTRACT: *This study analyses the actual manner of ‘the way how’, a newly established phraseological unit in contemporary English, from semantic, syntactic and corpus perspectives. Previous studies have widely acknowledged that ‘the way how’ has been considered a grammatically incorrect form. However, new findings of ‘the way how’ are as follows: (i) ‘the way how’ is not a minor error because it is observed in written English; (ii) ‘the way how’ has two syntactic patterns (‘the way how’ S + V and ‘the way how’ to do); (iii) in the case of ‘the way how’ S + V, ‘the way’ and ‘how’ are put together due to the analogy of the combinations of an antecedent and a relative adverb and are merged into ‘the way how’. In the case of ‘the way how’ to do, ‘the way to do’ and ‘how to do’ are put together because they are semantically similar; and (iv) historically, the number of times ‘the way how’ is used is increasing currently.*

KEYWORDS: A Phraseological Unit, The Way How, Analogy, Merging, The Principle Of Linguistic Economy

INTRODUCTION

Mair and Leech (2006: 320) and Leech *et al.* (2009) summarise grammatical changes observed in present-day English over the past couple of decades by showing the data obtained from corpora¹. However, no attempt has been made to explain the changes of phraseological units (defined as repeatedly used word combinations consisting of at least two words or PUs). I have come across PUs, which so far seem beyond the explanations of existing grammatical rules and linguistic theories. I have focused on such PUs, have argued their actual manners by adopting a descriptive approach and have introduced the rules by which they are formed, that is the process that a word-combination undergoes to become a PU, and the conditions it meets to be used as a PU (please see in detail Section 4 and Inoue 2016). As one such example, *the way how*, which has been widely considered grammatically unacceptable, is observed. In this case, *the way* works as an antecedent and *how* as a relative adverb. This paper aims to tackle *the way how* with the analysis of its present state from quantitative and qualitative perspectives and to

capture the kind of changes that are triggered for PUs.

It is made clear from the example (1) below that previous research has acknowledged *where*, *when*, *why* and *how* as relative adverbs and that the relative adverbs are classified into two types: (a) the antecedent is indicated in (1a, b, c) and (b) it is not in (1d). As I have mentioned above, *the way how* (e.g., **This is the why how it happened.*) is not acceptable.

- (1) a. This is the place where I was born.
 b. I don't know the exact time when it happened.
 c. This is the reason why I asked you.
 d. This is how I did.

On the other hand, data derived from contemporary English show that *the way how* appears as is shown in (2) (Italicised by the author. The same applies to the following italicisation.).

- (2) But when I saw Kline, and all those like Louis, like Frankenthaler, they really showed me *the way how* to become an artist. (COCA, News, 2011)

This paper consists of seven sections. Section 1 addresses the problem, aim and scope to be tackled in the study. Section 2 summarises previous research on *the way* and *how*. Section 3 introduces the change of a PU observed in contemporary English discussed by Inoue (2017 in press). The data I use in the study and the criterion applied to judge whether a word-combination behaves as a PU are indicated in Section 4. In Section 5, the data explained in Section 4 clarify the qualitative result and the quantitative analysis of *the way how*, and the judgement standards in Section 4 show how *the way how* becomes established as a PU. Section 6 analyses *the manner how*, which has not been as widely acceptable as *the way how*. Section 7 concludes the study.

Previous research on the way and how

It is safe to mention that *the way of the way how* is an antecedent and *how* is a relative adverb. Generally, a relative adverb is defined as a word which has both an adverbial and a conjunctive function, such as *where*, *when*, *why* and *how*. Most commonly, it is restrictive and has two cases where an antecedent is present, as is shown in (3) and is not demonstrated in (4).

- (3) a. Sunday is the day **when** (= on which) they go to church.
 b. This is the market **where** (= in which) we buy vegetables.
 c. I know the reason **why** (= for which) he was so angry. (Yasui 1983: 263)
- (4) a. Friday is **when** I'm busiest. That's **why** I refused to go.

- b. This is **where** the accident occurred. This is **how** it happened.
- c. That's **how** the money goes! (Cf. That's *the way* the money goes!) (Yasui 1983: 265)

I deal with the descriptions of *the way how* written in grammar books.

Swan (2016) mentions that 'Note that *the way* and *how* are not used together' and show the examples: *Look at **the way** those cats wash each other. OR Look at **how** those cats (NOT ... ~~the way how those cats wash~~ ...), **The way** your organise the work is for you to decide. OR **How** you organise (NOT ~~The way how you organise~~)*.

Celce-Murica and Larsen-Freeman (1999: 604) note that 'Finally, the fact that *the way that* but not *the way how* can occur in modern English' and give an example: *Can you show me the way (that/ *how) this corkscrew works?*

The following (5) is an explanation by Huddleston and Pullum (2002: 1053).

- (5) When the antecedent is *way*, in either the path or the means sense, we have non-*wh* relatives or *wh* relatives introduced by preposition + *which*:
- a. *Go back the way [(that)/ by which you came].*
 - b. *I admired the way [(that)/ in which she handled the situation].*

How does not belong to the class of relative words (except very marginally in the fused construction, unfunctionive, by *how* is not a minor error because it is observedn (Some non-standard dialects differ; hence the line *'It ain't what you do, it's the way how you do it* in a rock 'n' roll song.).

Unlike the previous two studies, Huddleston and Pullum (2002) understand *the way how* as a non-standard dialect.

Quirk *et al.* (1985: 1253f., 1256) argue that 'The preposition + pronoun can be replaced by special adverbs' and illustrate this in example (6). Also, Quirk *et al.* (1985) explain each example shown in (6) in a detailed manner in (7).

- (6) a. That's *the place* $\left\{ \begin{array}{l} \textit{in which} \\ \textit{where} \end{array} \right\}$ she was born. [1]

- b. That was *the period* $\left\{ \begin{array}{l} \textit{during which} \\ \textit{when} \end{array} \right\}$ she lived here [2]

c. That's *the reason* $\left\{ \begin{array}{l} ? \textit{for which} \\ \textit{why} \end{array} \right\}$ she spoke [3]

(7) Note that *for which* in [3] has limited acceptability. However, there are considerable and complicated restrictions on these *wh*-forms, which operate in relative clauses expressing place, time and cause. Many speakers find their use along with the corresponding antecedent somewhat tautologous—especially regarding *the reason why*—and prefer the *wh*-clause without antecedent (i.e. a nominal relative clause):

a. Is this *where* she was born? [1a]

b. That was *when* she lived here. [2a]

c. That's *why* she spoke. [3a]

d. *That's *the way how* she spoke. [4]

e. That's $\left\{ \begin{array}{l} \textit{how} \\ \textit{the way (that)} \end{array} \right\}$ she spoke. [4a] (Quirk *et al.* 1985: 1253f.)

Yasui (1983: 265) offers the following example: '*That's how the money goes!* (Cf. *That's the way the money goes!*'). He explains that the relative adverb *how* is used without an antecedent and that *the way how* is obsolete in present-day English (original in Japanese.).

Konishi (ed.) (1989: 917) notes that *how* is used as a relative adverb but it is overly restricted in its usage, unlike other relative adverbs like *when*, *where* and *why*. Its antecedent is *the way*, but *That is the way how he writes* is either old-fashioned or dialectal. It is common for the *way* or *how* to be deleted, like in *That is the way [how] he writes* is used in standard contemporary English (original in Japanese.).

The way and *how* are described in dictionaries in the following way.

In the *OED*², *the way how* appears only once and was last used in 1765².

Youth Progressive English-Japanese Dictionary (*Youth* for short) runs columns named 'the way to do and how to do' and 'usage note' and explains *the way how* in (8) (original in Japanese).

(8) a. [the way to do and how to do] Both are semantically similar and are used to express a method, manner, or means of doing something. Approximately the same verbs are observed in the place of *do*. However, there is a subtle difference between *the way to do* and *how to do* in each use. (1) *how to do* is located at the object of various verbs, but it is uncommon that *the*

way to do is located at the object of verbs other than *find*, *learn*, *show* and *teach*: *I don't know how to solve the problem*. But, *How to swim* is sometimes observed. (2) *the way to do* can be a subject, but it is usually the complement of the *be* verb. It is used with an adjective and in *there*-construction: *The best way to save money is not to use it.*; *This is how to be happy*. Both examples are acceptable, but *the way* is much more common.

- b. 'usage note' (2) ((informal)) it is common not to use a relative. For example, *That's the way (that) he did it* is normal. On the other hand, *That's the way in which he did it* is formal. *That's the way how he did it* is now non-standard.
- c. 'usage note' the relative adverb *how* is now commonly used in the pattern without an antecedent like *This is how he did it*. It is rarely used with the antecedent *the way*: *This is the way how he did it*. In the case where *manner* works as an antecedent, *I don't like the manner how he speaks* is not acceptable. However, examples like *I don't like the manner in which he speaks* or *I don't like the manner he speaks* are commonly used.

Luminous English-Japanese Dictionary, 2nd edition (*Luminous*² for short) does not acknowledge *the way how* and describes *the way how* S + V explaining *in which* or *that* is omitted after *the way*: *That's the ~ the money goes* (quoted from *Mother Goose's Melodies*).

Summarising previous research on *the way* and *how*, it is now clear that:

- (9) a. *the way how* is unacceptable, not-standard, or uncommon in contemporary English
- b. *the manner* and *how* are not used together similar to *the way how*

The two facts in (9) are to be proven descriptively in later sections.

Transformation of PUs observed in contemporary English: *why* as a noun formed by shortening and conversion

The way how discussed in the study is different from *why* used as a noun, which is the focal point of Inoue's (2017 in press) research, and is established due to the workings of analogy, shortening and conversion, in that *the way how* is formed by putting *the way* and *how* together.

Inoue (2017 in press) explained that an independently used noun or *a/the why(s)* is due to the mixture of analogy (deeply related to *the why(s)* and *(the) wherefore(s)*, *the how(s)* and *(the) why(s)*, and the noun usages of other interrogatives), shortening and conversion (i.e., *reason* is omitted from a pattern, *the reason why* ~ and then *why* comes to the position of reason and it starts to behave as a noun). Historically, *why* as a noun co-exists with the two PUs (*the why(s)*)

and (the) wherefore(s) and the how(s) and (the) why(s)) and was not used on its own. However, an independently used *why* has been used since 1920s and its plural form, or *the whys*, first appeared in the 1950s. As for the relation to *the reason why* ~, the pattern *the reason* ~ has been widely known so far. Both *reason* and *why* are semantically the same—somewhat tautology—so a different pattern, *the why*, is used under two conditions: (i) *why* is positioned at the place of *reason* and then it starts to have a noun function. To put it differently, conversion from a relative adverb to a noun without changing its form works. (ii) The analogy that other interrogatives are used as a noun works. To sum up, *why* as a noun is developed by cutting and simplifying existing expressions. Meanwhile, *the way how* is a tautological expression because either the pattern without a relative adverb or the one without an antecedent is originally correct.

The interesting phenomena explained by conflicting methods exist in contemporary English. They can be accounted for by the principle of linguistic economy, which consists of least effort and redundancy. The two contradictory elements govern the changes of a language by maintaining balance to achieve smooth and effective communication. In the examples where least effort works, Inoue (2012) discussed that *it looks that*-clause appeared because of the influence of *it seems that*. In other words, the complement structure of *it looks* is institutionalised into *it looks that*-clause, which is the same as *it seems that*. Also, Inoue (2006) showed that –ed forms undergo a transition to \varnothing forms such as from *pirated version* to *pirate version*. Of course, it holds true for *why* as a noun. In the case of redundancy, a PU, *until to*, which is formed by combining two semantically similar words, is observed (see Inoue 2012).

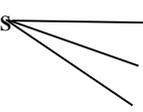
SOURCE MATERIALS AND METHODS

The Internet allows a wide range of data to be easily available and acquired. I have used The Corpus of Contemporary American English (COCA), British National Corpus (BNC), WordBanksOnline (WB) and The Corpus of Historical American English (COHA), which can be accessed by anyone. The merit of using them is that anyone is able to revise the research results and discussions demonstrated by them and to contribute new information to previous research. Please refer to Note 3, which shows the access dates of each corpora. I have also used the judgement standards shown in Inoue (2016: 5f.) to investigate whether *the way how* is a PU or not: (10) shows the conditions a word-combination must meet to become a PU; (11) illustrates how PUs are formed; (12) shows how a word-combination becomes a PU.

- (10) a. frequency
 b. dispersion
 c. fixedness (i.e. no variables)
 d. consistency of existing words (e.g. Kenning in Old English, OE for short)

Frequency and dispersion (10a, b) indicate that PUs do not arise by accident. Fixedness (10c) is the necessary condition that indicates that the fixed form of the PU has widespread use in any context or situation, meaning that PUs are polysemic and multifunctional. In (10d), newly observed PUs are formed through a combination of existing words. If such combinations are not frequently and widely used, they are not PUs.

(11) shows that PUs are formed in three ways.

- (11) PUs 
- morphological method (adopting word-formation rules) ... type A
 - morphological and semantic method (general linguistic method) ... type B
 - semantic method ... type C

PUs belonging to type A are formed by putting word-formation rules⁴ into practical use. PUs in type B are generated by general linguistic methods such as inversion and contraction. PUs classified as type C are established by adopting semantic methods like analogy and merging. At this point, type B is an intermediary for type A and type C. Compared with type B, type A and type C are not used often, but it shows that PUs are uniquely formed beyond the existing rules and by putting emphasis on semantics.

As (12) describes, first the PUs are formed through the combination of two existing words, as in the Kenning used in OE, and shaped using a specific method. Second, the PUs develop individual features through frequent use. With the assistance of phrasal lexicalisation, one of the word-formation rules, a PU becomes an independent unit. These processes hold true for all PUs regardless of whether they are continuous or discontinuous.

- (12) (i) two existing words are put together by adopting either (i) a morphological method, (ii) a morphological and semantic method, or (iii) a semantic method, which then become a repeatedly used unit 1
- (ii) a PU has its own meaning and function through repeated use
- ↓ ← with the assistance of the lexicalisation of phrases
- (iii) the PU is established as an independent lexical item

RESULTS AND DISCUSSION

Before directly entering into the discussion of *the way how*, it is necessary to mention that *the way how* shown in (13) is not a research object in the study because its structure is [all/along the way] [how] and how is an interrogative adverb.

- (13) a. ‘... we began the walk home, gradually realizing *along the way how* cold it was and how little our soaking wet colds helped the situation’. (COCA, Spoken, 1998)
- b. Raed stayed in their room with them for a few hours before driving back home to Brooklyn alone, wondering *all the way how* his cousins could have been so calm.

(COCA, Fiction, 2002)

QUANTITATIVE INVESTIGATION

From a synchronic standpoint

Table 1 shows how many times *the way how* is used in COCA, BNC and WB.

Table 1: Frequency of use of *the way how* in COCA, BNC and WB

	COCA	BNC	WB	sum
<i>the way how</i>	13	1	5	19

COCA collects data from American English (hence AmE), while BNC and WB collect data from British English (hence BrE). *The way how* appears more in AmE than in BrE, as presented in Table 1.

Below is a breakdown table showing *the way how* is used in each register (i.e., written English or spoken English).

Table 2: Breakdown of *the way how* used in each register

	spoken	written	sum
<i>the way how</i>	15	4	19

Table 2 indicates that *the way how* is used about four times as often in spoken English than in written English. Hence, one can conclude that *the way how* is a new PU because the new linguistic phenomena started to occur from spoken English. I assume that *the way how* gradually becomes widespread into written English.

From a diachronic standpoint

Here is an example illustrating how *the way how* started to be observed in COHA.

- (14) a. His hiding place from the tyranny of circumstances and time; *the way how* always to be of good cheer, naturally yet also supernaturally, not by a hard-won indifference to life, but by living, amidst everything external, ... (Nonfiction, 1897).
- b. I think, I have said enough to explain *the way how* this sickness is produced with us,...
- (Nonfiction, 1958).

As represented in (14), *the way how* is observed once in 1890s and then in 1950s and has not been used for a long time. Table 3 and Figure 1 provide frequency of use for *the way how* in each register and decade shown in Table 12 and (14) (in total 21 examples).

Table 3: Frequency of use for *the way how* in each register and decade

<i>the way how</i>	spoken	written
1890s	0	1
1950s	0	1
1990s	8	1
2000s	6	0
2010s	1	1
others*	2	

* One out of the two examples is unclear when *the way how* is used and the other is unclear both in the register and in the decade which and when it is used.

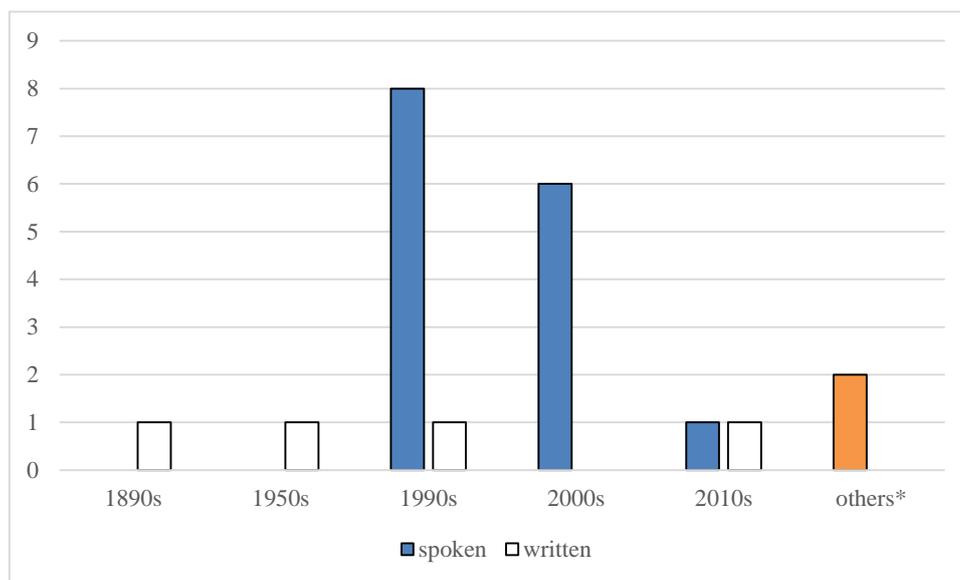


Figure 1 Frequency of *the way how* in each register and decade

As a survey of Table 3 and Figure 1 would suggest, *the way how* is not always frequently used through all decades, but it became increasingly used from 1990s in spoken English and in written English from 2010s onwards.

Qualitative investigation

I will examine the actual manner of *the way how* by scrutinising data obtained from corpora from the semantic and syntactic perspectives. As the below examples from (15) to (18) suggest, *the way how* is placed in the following four positions: (i) the complement of the *be* verb shown in (15) (note that (15a) is recorded (2) again); (ii) the object of a verb in (16); (iii) a subject shown in (17); and (iv) the object of a preposition shown in (18).

- (15) a. I mean, Stradivari's instruments were famous at the time when he built them, right from the rack, so age had nothing to do with it. It's just *the way how* he knew he could influence the sound. (COCA, spoken, 2001)
- b. NAYEM: You know, the resigning of government and Yanukovych. it's just instruments, it's just *the way how* we want to change the rule of governing, change the rule in the country, that's why people went out in November, not because they don't like Yanukovych or don't like Asarov, our prime minister, but they don't like the rule country is leading.

(COCA, spoken, 2014)

- c. Calla is 20, Fabricio 15, and their eldest child is 24- year-old Lorena, who lived at home until she was 18. The Gallos are devout Roman Catholics, conservative, and by all accounts close-knit. Lorena visited the U.S. as a tourist in 1985 and fell in love with America.

Mrs. BOBBITT: It was just beautiful and pink. That's *the way how* I always look at it. And I saw the Monument of Washington and it was just beautiful. (COCA, spoken, 1993)

- d. FISCHBACHER: The magic box is life. Life is like a magic box. It's what you make out of it, what you bring out of it, you know. And that's what it's all about. And very interesting is *the way how* Roy grow up in the north Germany,...

(COCA, spoken, 2003).

- e. MS-BELYAEVA: When I was watching that I was speaking to myself. This is exactly *the way how* the central power bringing people the idea that seceding is the only way to build up democracy in their own land, their own Republic. (COCA, spoken, 1990)

- f. One very distinguishable talent of Dickens is *the way how* he can so easily move from a very serious solemn scene to an extremely comical one. (BNC, unknown)

- g. This is absolutely not *the way how* we normally do it, but I must start somehow.

(WB, spoken, 1993)

- (16) a. But when I saw Kline, and all those like Louis, like Frankenthaler, they really showed me *the way how* to become an artist. (COCA, News, 2011)

- b. I want to wait until after I marry to have sex. He got the disease (=AIDS) through having many women. My mother told me *the way how* my father got it. She advised me to take very much care and not to tamper with girls until I'm ready for marriage.

(COCA, news, 1996)

- (17) KING: We notice when we showed that shot of him, it's hard for you to look at him

FISCHBACHER: Yes. Well, you know what happens is it was 44 years we have been together. And it was just unbelievable, you know? It was a relationship. It is a relationship second to none. And I always say, boy, the strength and *the way how* all the things happen, it's magic.
(COCA, spoken, 2003)

(18) For a split second, I regretted not having joined them. Then, the spotlight moved off me. We walked circuitously to the backstage area. Illimar told me on *the way how* to mount a real theatrical assault on spectators. (COCA, fiction, 1993)

All examples of *the way how* are classified into two types: (a) *the way how* S + V; and (b) *the way how to do*. The two types are seemingly established the same, but actually they are not. (15), (16b) and (17) fall under the category of type (a). *The way how* S + V is due to the analogy of the patterns consisting of an antecedent and a relative adverb such as *the place where* S + V, *the time when* S + V and *the reason why* S + V. For example, two sentences, *that's the way she spoke* and *that's how she spoke* is merged into *that's the way how she spoke* by the working of analogy. *The way how* S + V is used to express how a subject does something. (16a) and (18) fall into type (b), *the way how to do* is formed by merging semantically similar expressions, *the way to do* and *how to do*. *The way how to do* implies a method to do something.

When *the way how* is the complement of *be* verb in (15), *the way how* has four syntactic patterns: *it's just the way how* S + V, *that's the way how* S + V, *this is (not) absolutely/ exactly the way how* S + V and *~ is (are) the way how* S + V. There is no semantic difference between them, but when adverbs such as *just*, *absolutely* and *exactly* are used, emphasis is placed on the action done by a subject.

In (16) where *the way how to do* is used as the object of a verb, it has both characteristics of *the way how to do* and *how to do* in that it co-occurs with verbs which tend to be used with both *the way how to do* and *how to do*.

The way how positioned at the place of a subject in (17) reflects the quality, i.e., *the way how to do* is likely to be a subject, shown in the previous research.

In (18) where *the way how* becomes the object of a preposition, only type (b) is observed, so it is safe to conclude *the way how to do* is formed by combining *the way to do* and *how to do*, as I have already mentioned.

DISCUSSION

Based on the quantitative and qualitative results of *the way how* given in the former sections, this section aims to investigate whether *the way how* meets the conditions to become PUs, the methods for a word-combination to become a PU, and the process of it becomes a PU as represented in Section 4.

One of the word-formations rules, or compounding is applied to *the way how* because an antecedent and a relative adverb are placed together. This means that *the way how* morphologically belongs to type A in (11). However, as I have explained, *the way how* is formed by two phenomena—analogy and merging—which consider semantics that are more important than morphology. Hence, *the way how* is established by using type C (semantic method) in (11). *The way how* is formed by combining type A and type C, but the two types do not exist equivalently. The semantic method morphologically influences the establishment of *the way how* adopting the stance that the essence of a language is to convey meaning.

Next, let us investigate whether *the way how* undergoes the process shown in (12). *The way how* becomes a unit through employing semantic and morphological methods and is used repeatedly. As a result, *the way how* comes to have its own function and meaning. It then becomes an established PU through phrase lexicalisation. Consequently, *the way how* fulfils (12).

In the qualitative section, the frequency of *the way how* gradually increases towards the present day and is observed in AmE, BrE, written English and spoken English. Also, *the way how* does not change its form whenever and however it appears and consists of existing and familiar words. *The way how* also fulfils (10).

The underlying principle that makes *the way how* become a PU is the redundancy of the principle of linguistic economy as explained in Section 3. Similar to other PUs I have discussed so far, *the way how* is established and accounted for beyond the explanations of existing linguistic rules and theories (i.e., by adopting new rules and methods). This leads us to believe that new rules and methods beyond the explanations of existing linguistic rules and theories are necessary to discuss the actual manners of newly observed PUs in contemporary English.

Peripheral phenomena

The focal point of this sections on investigating whether or not *the manner how* (e.g., **I don't like the manner how he speaks.*) appears.

As the example (19) shows, *the manner how* is observed only twice in contemporary English.

One example appears in COCA and the other in BNC.

- (19) a. ..., tactical training is important to the coach determine the best system of game and the best model of game (is *the manner how* the soccer team plays) for the soccer team.

(COCA, academic, 2010)

- b. ‘... I wish that men would give themselves to meditate in silence on what we have by the Sacrament, and less to discuss *the manner how*’. (BNC, written, 1988)

In the case of (19b), it can be assumed that *they mediate* is omitted after *the manner how*. Same as *the way how*, *the manner how* is formed because of the analogy of the pattern consisting of an antecedent and a relative adverb in that *the manner how* is followed by the complementation S + V. However, *the manner how* should not be established as a PU because it has a low frequency and is a rare linguistic phenomenon.

Data obtained from COHA reveal that the manner *how* is used once in 1820s, in 1830s, in 1850s, twice in 1860s and once in 1880s. In total, six examples of *the manner how* are used in the nineteenth century, but as shown above, only two examples are used. (20) shows the examples given in COHA.

- (20) a. How little we know where safety is or danger lurks. But it is comfortable to know that the time when, the place where, and *the manner how*, each of us is to die is known to him, to whom belong the issues of death, and that it shall be well with the righteous in whatever circumstances or by whatever means their death is occasioned. (1829, nonfiction)
- b. He becomes a solitary being, avoiding and avoided by all, and is at last the prey of remorse and madness. lie is conveyed to the poor-house, where The priest attending found he spoke at times As one alluding to his fears and crimes: “It was the * he muttered,” I can show *The manner how*, - i never struck a blow, - And then aloud, -... (1834, magazine)
- c. We have, in the former part of our letter, certified you of the good hopes we have of the love and unanimous agreement of our ministers, they having declared themselves to us to be of one judgment, and to be fully agreed on *the manner how* to exercise their ministry; which we hope will be by them accordingly performed. (1851, magazine)

- d. And one in particular demanded that the first charter, which had been in trusted to me, might be produced. Then I related, as above, that it was lost, and *the manner how* it was lost; but the party, instead of believing this, very rudely suggested that I had secreted the charter,... (1864, nonfiction)
- e. In effect, his countenance discovered that he was in much pain, which, he said, was insupportable, in regard of the extreme inflammation. I told him I would willingly serve him; but if, haply, he knew *the manner how* I could cure him, without touching or seeing him, it might be that he would not expose himself to my manner of curing;... (1869, nonfiction)
- f. ... as he not onely diverted them from surprising the Fort, but procured his owne libertie, and got himself and his company such estimation amongst them, that those Salvages admired him more than their owne Quiyouckosucks. *The manner how* they used and delivered him, is as followeth. (1881, nonfiction)

It is clear from the above examples that *the manner how* has two patterns: (a) *the manner how* S + V ((20a, b, d, e, f,) fall under the pattern. In (20b), *he muttered* is thought to be omitted after *the manner how*) and (b) *the manner how to do* ((20c) falls into the pattern). Each pattern is placed at a subject, the object of a verb and the object of a preposition. *The manner how* S + V is used to show the method or way someone is doing something and *the manner how to do* is used to say the method or way to do something.

In (20a), *the time when* and *the place where* appear before *the manner how*, so it is safe to mention that *the manner how* is established by analogy.

(19) and (20) show that *the manner how* results in an opposite phenomenon from *the way how* in that *the manner how* used to be observed more in the nineteenth century than *the way how* and is not used towards present days. This interesting situation arises because *the manner how* and *the way how* are semantically the same and *the way how* has been acknowledged as a dialectal and non-standard expression. If *the manner how* exists in the same way as *the way how*, it is hard to tell them apart semantically. Also, *the way how* has been used as a non-standard expression although it is thought to be incorrect but *the manner how* has not. Consequently, *the manner how* is not widely used.

CONCLUSION

The study has shown that *the way how* is actually observed in contemporary English and has

discussed the actual behaviours of *the way how* from various perspectives even though it has been regarded as grammatically wrong. Moreover, I have investigated whether or not *the way how* is used as a PU adopting the rules and methods already mentioned by Inoue (2016). The results given in the study are as follows: redundancy of the principle of linguistic economy works to make *the way how* an established PU, and new rules and methods beyond the existing grammatical rules and theories are required to catch up with the explanations and changes of newly produced PUs.

Acknowledgement

This research was made possible by the Grant-in-Aid for Young Scientists (B) (Grant number 17K13480). I would like to thank the Japan Society for the Promotion of Science.

Notes

- ¹ (a) a tendency to regularize irregular morphology (e.g. *dreamed* → *dreamt*)
- (b) revival of the ‘mandative’ subjunctive, probably inspired by formal US usage (*we demand that she **take** part in the meeting*)
- (c) elimination of *shall* as a future marker in the first person
- (d) development of new, auxiliary-like uses of certain lexical verbs (e.g. *get, want* – cf. e.g., *The way you look, you **wanna/want to** see a doctor soon*)
- (e) extension of the progressive to new constructions, e.g. modal, present perfect and past perfect passive progressive (*the road **would not be being built/ has not been being built/ had not been being built** before the general elections*)
- (f) increase in the number and types of multi-word verbs (phrasal verbs, *have/ take/ give a ride*, etc.)
- (g) placement of frequency adverbs before auxiliary verbs (even if no emphasis is intended – *I never have said no*)
- (h) *do* support for *have* (*have you any money?* and *no, I haven’t any money* → *do you have/ have you got any money?* and *no, I don’t have any money/ haven’t got any money*)
- (i) demise of the inflected form *whom*
- (j) increasing use of *less* instead of *fewer* with countable nouns (e.g. *less people*)
- (k) spread of the s-genitive to non-human nouns (*the book’s cover*)
- (l) omission of the definite article in certain environments (e.g. *renowned Nobel laureate Derek Walcott*)
- (m) ‘singular’ *they* (everybody came in their car)
- (n) *like, same as* and *immediately* used as conjunctions
- (o) a tendency towards analytical comparatives and superlatives (*politer* → *more polite*)

² 1734 Swift Yahoo's Overthrow xi. Wks. 1765 XIII. 291 On this Worrier of Deans whene'er we can hit, We'll shew him *the way how* to crop and to slit.

³ I accessed COCA, BNC, WB, COHA on August 13th in 2016 and February 9th and 13th in 2017.

⁴ Many studies have outlined word-formation rules (Allen, 1978; Bauer, 1983; Bybee, 1985; Ito & Sugioka, 2002; Lieber, 1983; Pinker, 1994; Plag, 2003; Siegel, 1974; Nishikawa, 2013, Yamauchi & Kitabayashi, 2014, etc.). (1) summarises the shared common word-formation rules from previous research.

- (1) a. compounding
- b. derivation
- c. borrowing
- d. conversion
- e. acronym
- f. backformation (Note 4)
- g. shortening
- h. blending
- i. lexicalisation of phrases
- j. metaanalysis
- k. root creation

As shown in (1), it is natural to assume that new words are coined by putting existing words together or that existing words are processed and then used widely. As mentioned above, the technique called Kenning is applied. Rules (1a, b, e, f) are highly productive. New words are generated based on the rules in (1), but this does not mean that such rules cover all instances as there is blocking which hampers the production of new words, as shown in (2).

- (2) a. avoidance of phonological similarity, e.g., John *Dodged/*Forded/ Cheived to New York.
(The words, *dodge* and *ford* are already used, so phonologically it is difficult to tell them apart from *Dodged and *Forded.)
- b. avoidance of morphological similarity, e.g., John decided to *United/ *United-Airlines to L.A. (The reason why the sentence is not acceptable is that *United is the same as the ending of the verb, *unite*.) John decided to American'd/ UA'd to L.A.
- c. avoidance of semantic overlapping, e.g., *despise (n.) contempt (n.)

REFERENCES

Corpus

British National Corpus (BNC)

The Corpus of Contemporary American English (COCA)

The Corpus of Historical American English (COHA)

WordBanksOnline (WB)

Dictionaries

OED²: Oxford English Dictionary on Historical Principle 2nd edition on CD-ROM. (Version 2.0) 2000. Oxford: Oxford University Press.

Luminous²: Luminous English-Japanese Dictionary, 2nd edition. 2005. Tokyo: Kenkyusha.

Youth: Youth Progressive English-Japanese Dictionary. 2004. Tokyo: Shogakukan.

Books and papers

Allen, M. (1978) Morphological investigation, Ph.D. Dissertation, University of Connecticut.

Bauer, L. (1983) *English Word Formation*, Cambridge University Press, Cambridge.

Bybee, J. L. (1985) *Morphology*, John Benjamins, Amsterdam.

Celce-Murcia, M. and Larsen-Freeman, D. (1999) *The Grammar Book*, Second edition, Heinle & Heinle Publishers, U.S.

Huddleston, R. and Pullum, G. K. (2002) *The Cambridge Grammar of the English Language*, Cambridge University Press, Cambridge.

Inoue, A. (2006) *Pirated version kara pirate version he – ‘-ed kei’ kara ‘φ kei’ heno tankan no mechanism (The mechanism of the conversion of the –ed form to φ form as exemplified by ‘a pirated version’ to ‘a pirate version’)*, Nagasaki Gaidai Ronsou (The Journal of Nagasaki University of Foreign Studies), 10, 53-60.

Inoue, A. (2012) *Influences on the formation of new phraseological units observed in contemporary English: Least effort and redundancy*, In Aspects of English Studies in the 21st Century—Linguistics and Cultural (Eds, Inoue, A. and Kanzaki, T.) Kaitakusha, Tokyo, pp.356-378. Inoue, A. (2016) *An eclectic phraseological research on the formation and degrammaticalization of phraseological units*, International Journal of English Linguistics, 6(4), 1-11.

Inoue, A. (2017) *New description of an interrogative as a noun: the case of a/ the why(s)*. (In Press)

Ito, T. and Sugioka, Y. (2003). *Go no Shikumi to Gokeisei (Word’s Mechanisms and Word-Formation Rules)*, Kenkyusha, Tokyo.

Konishi, T. (ed.). (1989) *Eigo Kihon Keiyoushi • Fukushi Jiten (A Dictionary of English Grammar on Adjectives and Adverbs)*, Kenkyushasyuppan, Tokyo.

Leech, G., Hundt, M., Mair, C., and Smith, N. (2009) *Change in Contemporary English: A*

Grammatical Study, Cambridge University Press, Cambridge.

- Lieber, R. (1983) *Argument Linking and Compounds in English*, *Linguistic Inquiry*, 251-286.
- Mair, C. and Leech, G. (2006) *Current change in English syntax*, In *The Handbook of English Linguistics* (Eds, Aarts, B. and McMahon, A.) Blackwell Publishing Ltd, U.S., pp. 318-342.
- Nishikawa, M. (2013) *Eigo Setsuji no Miryoku–Goiryoku wo Takameru Tango no Mechanism* (Fascinating English Affix–The Mechanisms of Words to Build a Strong Vocabulary), Kaitakusha, Tokyo.
- Pinker, S. (1994) *The Language Instinct: How the Mind Creates Language*, William Morrow, New York.
- Plag, I. (2003) *Word-Formation in English*, Cambridge University Press, Cambridge.
- Quirk, R., Greenbaum, S., Reech, G., and Svartvik, J. (1985) *A Comprehensive Grammar of the English Language*, Longman, London.
- Siegel, D. (1974) *Topics in English Morphology*, Garland, New York.
- Swan, M. (2016) *Practical English Usage*, Fourth edition, Oxford University Press, Oxford.
- Yamauchi, N. and Kitabayashi, T. (2014) *Gendai Eigogaku no Approach* (Approach to Contemporary English Linguistics), Eihousha, Tokyo.
- Yasui, M. (1983) *Kaiteiban Eibunpou Souran* (A Better Guide to English Grammar), Kaitakusha, Tokyo.