

## Transitive Phrasal Verbs In Acquisition And Use

This study examines the development of collocational knowledge in learners of ESL (English as a Second Language). The study adopts a structure-based framework for the study of collocations based on previous studies (Zhang 1993; Biscup 1992) and the BBI Combinatory Dictionary of English, and attempts to describe how collocational knowledge develops across different language proficiency levels with respect to 37 collocation types. Data were collected from 275 Greek learners of ESL at three proficiency levels (post-beginners, intermediate, and post-intermediate) using three tasks: essay writing, translation test, and blank-filling. Pedagogical implications and directions for future research are provided in light of the research findings.

The eleven contributions to this volume, written by expert corpus linguists, tackle corpora from a wide range of perspectives and aim to shed light on the numerous linguistic and pedagogical uses to which corpora can be put. They present cutting-edge research in the authors' respective domain of expertise and suggest directions for future research. The main focus of the book is on learner corpora, but it also includes reflections on the role of other types of corpora, such as native corpora, expert users corpora, parallel corpora or corpora of New Englishes. For readers who are already familiar with corpora, this volume offers an informed account of the key role that corpus data play in applied linguistics today. As for readers who are new to corpus linguistics, the overview of approaches, methods and domains of applications presented will undoubtedly help them develop their own taste for corpora. This volume has been edited in honour of Sylviane Granger, who has been one of the pioneers of learner corpus research."

The case studies in this volume offer new insights into word order change. As is now becoming increasingly clear, word order variation rarely attracts social values in the way that phonological variants do. Instead, speakers tend to attach discourse or information-structural functions to any word order variation they encounter in their input, either in the process of first language acquisition or in situations of language or dialect contact. In second language acquisition, fine-tuning information-structural constraints appears to be the last hurdle that has to be overcome by advanced learners. The papers in this volume focus on word order phenomena in the history of English, as well as in related languages like Norwegian and Dutch-based creoles, and in Romance.

Questions related to language acquisition have been of interest for many centuries, as children seem to acquire a sophisticated capacity for processing language with apparent ease, in the face of ambiguity, noise and uncertainty. However, with recent advances in technology and cognitive-related research it is now possible to conduct large-scale computational investigations of these issues. The book discusses some of the latest theoretical and practical developments in the areas involved, including computational models for language tasks, tools and resources that help to approximate the linguistic environment available to children during acquisition, and discussions of challenging aspects of language that children have to master. This is a much-needed collection that provides a cross-section of recent multidisciplinary research on the computational modeling of language acquisition. It is targeted at anyone interested in the relevance of computational techniques for understanding language acquisition. Readers of this book will be introduced to some of the latest approaches to these tasks including: \* Models of acquisition of various types of linguistic information (from words to syntax and semantics) and their relevance to research on human language acquisition \* Analysis of linguistic and contextual factors that influence acquisition \* Resources and tools for investigating these tasks. Each chapter is presented in a self-contained manner, providing a detailed description of the relevant aspects related to research on language acquisition, and includes illustrations and tables to complement these in-depth discussions. Though there are

no formal prerequisites, some familiarity with the basic concepts of human and computational language acquisition is beneficial.

Eat up the apple or Eat the apple up? Is there any difference in the messages each of these alternative forms sends? If there isn't, why bother to keep both? On the other hand, is there any semantic similarity between eat the apple up and break the glass to pieces? This study takes a fresh look at a still controversial issue of phrasal verbs and their alternate word order applying sign-oriented theory and methodology. Unlike other analyses, it asserts that there is a semantic distinction between the two word order variants phrasal verbs may appear in. In order to test this distinction, the author analyzes a large corpus of data and also uses translation into a language having a clear morphological distinction between resultative/non-resultative forms (Russian). As follows from the analysis, English has morphological and syntactic tools to express resultative meaning, which allows suggesting a new lexico-grammatical category – resultativeness.

?This book is an excellent introduction to multiword expressions. It provides a unique, comprehensive and up-to-date overview of this exciting topic in computational linguistics. The first part describes the diversity and richness of multiword expressions, including many examples in several languages. These constructions are not only complex and arbitrary, but also much more frequent than one would guess, making them a real nightmare for natural language processing applications. The second part introduces a new generic framework for automatic acquisition of multiword expressions from texts. Furthermore, it describes the accompanying free software tool, the mwetoolkit, which comes in handy when looking for expressions in texts (regardless of the language). Evaluation is greatly emphasized, underlining the fact that results depend on parameters like corpus size, language, MWE type, etc. The last part contains solid experimental results and evaluates the mwetoolkit, demonstrating its usefulness for computer-assisted lexicography and machine translation. This is the first book to cover the whole pipeline of multiword expression acquisition in a single volume. It addresses the needs of students and researchers in computational and theoretical linguistics, cognitive sciences, artificial intelligence and computer science. Its good balance between computational and linguistic views make it the perfect starting point for anyone interested in multiword expressions, language and text processing in general.

A study investigated certain mechanisms underlying the acquisition of phrasal verbs in English as a Second Language. Subjects were native Finnish- and Swedish-speaking students in Finland, most aged 16-25 years. The subjects were administered a multiple-choice test with each item containing two correct alternatives, a phrasal verb (preferred by native speakers) and a synonymous one-part verb, and two distractors. Results show that both language groups tended to avoid or under-use English phrasal verbs, but Finns significantly more than Swedes in early stages of learning. The choice pattern among Swedes also reflected a native language pattern. It is argued that both these patterns are indirectly due to first-language influence, but also to the semantic properties of the phrasal and one-part verbs. The data also indicate that the difference in choice pattern found here between Swedes and Finns was evened out with learners who had received considerable natural language input, and that these subjects also showed the most native-like performance in English. Contains 23 tables, 20 figures, and 310 references. (Author/MSE)

This volume showcases some of the latest research on academic writing by leading and up-and-coming corpus linguists. The studies included in the volume are based on a wide range of corpora spanning first and second language academic writing at different levels of writing expertise, containing texts from a variety of academic disciplines (and sub-disciplines) and of different academic registers. Particularly novel aspects of the collection are the inclusion of research that combines rhetorical moves with multi-

dimensional analysis, studies that cover both fixed and variable phraseological items (lexical bundles, phrase-frames, constructions), and work that is based on corpora of English as an academic lingua franca. Going beyond merely summarizing their findings, the authors also discuss what their research means for academic writing practice and pedagogical settings. The volume will be of interest to researchers, students, and teachers who would like to expand their knowledge of how academic writing functions and what it looks like in a variety of contexts.

"The Teacher's grammar of English enables English language teachers and teachers-in-training to fully understand and effectively teach English grammar. With comprehensive presentation of form, meaning, and usage, along with practical exercises and advice on teaching difficult structures, it is both a complete grammar course and an essential reference text."--Back cover.

Based on a state-of-the-art review of prior research in all related domains, this book makes precise predictions about the expected effects of specific type and token frequency distributions in input floods and tests these in the second language classroom context.

This festschrift volume brings together important contributions by expert syntacticians across the globe on tense and finiteness, adjectives, dative and ergative case, acquisition of case, and other topics both within the domain of Dravidian linguistics and in the broader theoretical understanding of cross-linguistic data. Professor R. Amritavalli, a renowned linguist, has spent over three decades in the fields of syntax and syntactic acquisition, making important and landmark contributions in these areas, and this book is a recognition of her work. The contributors cover these themes in the context of English, Chinese, Japanese, Korean, Hindi-Urdu, Bangla, Dravidian languages, and understudied languages like Huave. The analyses presented here have major implications for current theories of syntax and semantics, first and second language acquisition, language typology and historical linguistics, and will be a valuable resource for students, researchers and teachers.

Corpus-Based Approaches to ELT presents a compilation of research exploring different ways to apply corpus-based and corpus-informed approaches to English language teaching. Starting with an overview of research in the field of corpus linguistics and language teaching, various scenarios including academic and professional settings, as well as English as International Language, are described. Corpus-Based Approaches to ELT goes on to put forward several chapters focusing on error analysis using learner corpora and comparable native speaker corpora. Some of these chapters use translations and their original sources, while others compare the production of learners from different L1 in multilingual learner corpora. Also presented are new tools for corpus processing: a query program for parallel corpora, and the provision of tools to implement pedagogical annotation. The last section discuss the challenges and opportunities that multilayered and multimodal corpora may pose to corpus linguistic investigation. This book will be indispensable to those teaching in higher education and wishing to develop corpus-based approaches, as well as researchers in the field of English Language Teaching.

The present volume provides a cross-linguistic perspective on the development of tense-aspect in L2 acquisition. Data-based studies included in this volume deal with the analysis of a wide range of target languages: Chinese, English, Italian, French,

Japanese, and Spanish. Theoretical frameworks used to evaluate the nature of the empirical evidence range from generative grammar to functional-typological linguistics. Several studies focus on the development of past tense markers, but other issues such as the acquisition of a future marker are also addressed. An introductory chapter outlines some theoretical and methodological issues that serves as relevant preliminary reading for most of the chapters included in this volume. Additionally, a preliminary chapter offers a substantive review of first language acquisition of tense-aspect morphology. The analysis of the various languages included in this volume significantly advances our understanding of this phenomenon, and will serve as an important basis for future research.

Current Issues in European Second Language Acquisition Research  
Gunter Narr  
Verlag  
Particle Verbs in English  
A Cognitive Linguistic Perspective  
Springer

The proposed framework of concept linking combines insights of construction grammar with those of traditional functional descriptions to explain particularly challenging but often neglected areas of English grammar such as negation, modality, adverbials and non-finite constructions. To reach this goal the idea of a unified network of constructions is replaced by the triad of verb-mediated constructions, attribution and scope-based perspectivizing, each of them understood as a syntactically effective concept-linking mechanism in its own right, but involved in interfaces with the other mechanisms. In addition, concept linking supplies a novel approach to early child language. It casts fresh light on widely accepted descriptions of early two-word utterances and verb islands in usage-based models of language acquisition and encourages a new view of children's 'mistakes'. Intended readership: Constructionist and cognitive linguists; linguists and psychologists interested in language acquisition; teachers and students of English grammar and grammar in general.

This volume consists of new work on language acquisition by resident students and faculty, visiting researchers, and visiting students at the University of Massachusetts, Amherst.

This volume presents the state of the art of recent research on the acquisition of semantics. Covering topics ranging from infants' initial acquisition of word meaning to the more sophisticated mapping between structure and meaning in the syntax-semantics interface, and the relation between logical content and inferences on language meaning (semantics and pragmatics), the papers in this volume introduce the reader to the variety of ways in which children come to realize that semantic content is encoded in word meaning (for example, in the event semantics of the verbal domain or the scope of logical operators), and at the level of the sentence, which requires the composition of semantic meaning. The authors represent some of the most established and promising researchers in this domain, demonstrating collective expertise in a range of methodologies and topics relevant to the acquisition of semantics. This volume will serve as a valuable resource for students and faculty, and junior and seasoned researchers alike.

This proceedings consists of 20 papers which have been selected and invited from the submissions to the 4th International Conference on Computer Science, Applied Mathematics and Applications (ICCSAMA 2016) held on 2-3 May, 2016 in Laxenburg, Austria. The conference is organized into 5 sessions: Advanced Optimization Methods and Their Applications, Models for ICT applications, Topics on discrete mathematics,



Data Analytic Methods and Applications and Feature Extractio, respectively. All chapters in the book discuss theoretical and practical issues connected with computational methods and optimization methods for knowledge engineering. The editors hope that this volume can be useful for graduate and Ph.D. students and researchers in Applied Sciences, Computer Science and Applied Mathematics. As a usage-based language theory, cognitive linguistics is predestined to have an impact on applied research in such areas as language in society, ideology, language acquisition, language pedagogy. The present volumes are a first systematic attempt to carve out pathways from the links between language and cognition to the fields of language acquisition and language pedagogy and to deal with them in one coherent framework: applied cognitive linguistics.

This is a study of how children acquire language and how this affects language change over generations. Written by an international team of experts, the volume proceeds from the basis that we can not only address the language faculty per se within the framework of evolutionary theory, but also the origins and subsequent development of languages themselves; languages evolve via cultural rather than biological transmission on a historical rather than genetic timescale. The book is distinctive in utilizing computational simulation and modelling to help ensure the theories constructed are complete and precise. Drawing on a wide range of examples, the book covers the why and how of specific syntactic universals; the nature of syntactic change; the language-learning mechanisms required to acquire an existing linguistic system accurately and to impose further structure on an emerging system; and the evolution of language(s) in relation to this learning mechanism.

Language Acquisition in CLIL and Non-CLIL Settings builds a bridge between Second Language Acquisition and Learner Corpus Research (LCR) methodologies to take the evaluation of Content and Language Integrated Learning (CLIL) to a new level. The study innovates in two main ways. First, it is based on a highly diversified L2 database which includes learner corpus data as well as experimental data from the same learners. These linguistic components of the database are complemented with extensive information on learner variables, including cognitive and affective factors, which are rarely studied in LCR. Second, the study relies on multifactorial statistical analyses to assess the effectiveness of CLIL itself as well as the impact of the selectivity inherent in the CLIL system, which has frequently been ignored. The linguistic focus of the study is the English passive, which is investigated in CLIL and non-CLIL teaching materials, and subsequently related to learner output.

A fine-grained qualitative and quantitative analysis of phrasal verbs covering almost 400 years, based on large amounts of empirical evidence.

A new edition of the popular introductory text on the phonological structure of present-day English. A clear and accessible introductory text on the phonological structure of the English language, *English Phonetics and Phonology* is an ideal text for those with no prior knowledge of the subject. This market-leading textbook teaches undergraduate students and non-native English speakers the fundamentals of articulatory phonetics and phonology in an engaging, easy-to-understand style. Rigorously expanded to include new materials on first and second language acquisition of English phonetics and phonology, this third edition, *English Phonetics and Phonology* boasts two new chapters on first-language and second-language acquisition of English phonetics and phonology. By introducing topics such as the mental lexicon and the emergence of phonological rules and representations, and graphophonemic problems in L2

acquisition, these two new chapters have been added to afford greater flexibility for teachers and increased support for non-native English speakers. Expanded website content includes exercise-linked sound files. Based on the author's 34 years of teaching English Phonetics and Phonology in the UK and France Includes coverage of various accents in English and second-language acquisition Hugely successful textbook for the introductory Phonetics course, now in its third edition References and exercises across all chapters to guide students throughout the work Provides access to companion website for additional learning tools, sound files, and instructor resources English Phonetics and Phonology is an indispensable resource for undergraduate students in courses on Phonetics and Phonology with no prior knowledge of theoretical linguistics and non-native English speakers alike.

This book explains why cognitive linguistics offers a plausible theoretical framework for a systematic and unified analysis of the syntax and semantics of particle verbs. It explores the meaning of the verb + particle syntax, the particle placement of transitive particle verbs, how particle placement is related to idiomaticity, and the relationship between idiomaticity and semantic extension. It also offers valuable linguistic implications for future studies on complex linguistic constructions using a cognitive linguistic approach, as well as insightful practical implications for the learning and teaching of English particle verbs.

It is remarkable that children learn all of the syntactic structures described in this book and with no instruction. Most children have mastered them by the time they start school. However, learning a language is subject to critically sensitive age restraints, and learning a second language becomes increasingly difficult as children age through this zone of sensitivity.

Therefore, the goal of this updated and expanded edition of this book is to provide teachers with a detailed explicit knowledge of the syntactic system and the order in which it is learned. The material is presented clearly and simply, but this is not the way it should be taught to the English language learner. The knowledge in this book is strictly for teachers, and it will enable them to assist their students in acquiring a more natural implicit understanding of the English language. Topics include: Syntax in Language Acquisition; Sentence Classes; The Auxiliary; The Expanded Auxiliary; The Determiner System; Nouns; Pronouns; The Negative Transformation; Prepositional Phrases; Phrasal Verbs; Indirect Objects; Yes/No Questions; WH Questions; What-Do Questions; Transitive Verb Complements; The Passive Transformation; Possessives; The There Transformation; Relative Clauses; Noun Modifiers and Clauses; Nominalizing Transformations; Cleft Sentences; Adverbial Clauses and Conjunctive Adverbs; Adverbs; Comparative Constructions; Participial and Absolute Phrases; Cause and Effect; Conjunctions; Exclamations and Commands and Direct Address; Direct and Indirect Discourse; Word Order Transformations; Anaphora; Syntax for Basic Math and Science Instruction; Assessment; Methods; Special Difficulties; and Samples and Analysis. The Appendices and Bibliography provide additional assistance.

This innovative grammar text is an ideal resource for writers, language students, and current and future classroom teachers who need an accessible "refresher" in a step-by-step guide to essential grammar. Rather than becoming mired in overly detailed linguistic definitions, Nancy Sullivan helps writers and students understand and apply grammatical concepts and develop the skills they need to enhance their own writing. Along with engaging discussions of both contemporary and traditional terminology, Sullivan's text provides clear explanations of the basics of English grammar and a highly practical, hands-on approach to mastering the use of language. Complementing the focus on constructing excellent sentences, every example and exercise set is contextually grounded in language themes. Teachers, students, and writers will appreciate the streamlined, easy-to-understand coverage of essential grammar, as well as the affordable price. This is an ideal textbook for future teachers enrolled in an upper-level grammar course yet is also suitable for any writing course across disciplines where grammatical precision is important. Instructor materials accompanying the text provide

teachers with activities designed for face-to-face, hybrid, and online instruction to enliven these basic grammar lessons as well as writing activities to integrate these concepts into students' own writing.

This study seeks to contribute to a better understanding of how syntactic variation is affected by probabilistic factors in English as a foreign language (EFL, L2), exemplified by the effect of weight on the syntactic variation with English transitive verb-particle constructions (e.g. look up, sort out) and transitive verb-prepositional phrase (PP) constructions (e.g. take into account, bear in mind). With these constructions, the particle/PP may occur either adjacent to the verb or separated from the verb by a direct object noun phrase (DO NP). Being highly influenced by the weight of the DO NP in native (L1) English, little is known about the factors, including syntactic weight, that govern this variation in L2 English. Against the background of possible native-language transfer, this study examines whether advanced L1-German EFL learners are sensitive to the probabilistic effect of weight on syntactic choices with verb-particle/PP constructions and whether there are differences when compared to English native speakers. Triangulating comparative corpus data and experimental data, i.e. elicited production and elicited assessment, the study provides converging evidence from language production and intuition that the learners have acquired a near-native awareness of weight effects in verb-particle/PP constructions, with differences indicating a tendency to more conservative choices. A pioneering study of heritage languages, from a leading scholar in this area of study world-wide.

This comprehensive, up-to-date, and accessible text on idiom use, learning, and teaching approaches the topic with a balance of sound theory and extensive research in cognitive linguistics, psycholinguistics, corpus linguistics, and sociolinguistics combined with informed teaching practices. Idioms is organized into three parts: Part I includes discussion of idiom definition, classification, usage patterns, and functions. Part II investigates the process involved in the comprehension of idioms and the factors that influence individuals' understanding and use of idioms in both L1 and L2. Part III explores idiom acquisition and the teaching and learning of idioms, focusing especially on the strategies and techniques used to help students learn idioms. To assist the reader in grasping the key issues, study questions are provided at the end of each chapter. The text also includes a glossary of special terms and an annotated list of selective idiom reference books and student textbooks. Idioms is designed to serve either as a textbook for ESL/applied linguistics teacher education courses or as a reference book. No matter how the book is used, it will equip ESL/applied linguistics students and professionals with a solid understanding of various issues related to idioms and the learning of them.

The Mayan family of languages is ancient and unique. With their distinctive relational nouns, positionals, and complex grammatical voices, they are quite alien to English and have never been shown to be genetically related to other New World tongues. These qualities, Clifton Pye shows, afford a particular opportunity for linguistic insight. Both an overview of lessons Pye has gleaned from more than thirty years of studying how children learn Mayan languages as well as a strong case for a novel method of researching crosslinguistic language acquisition more broadly, this book demonstrates the value of a close, granular analysis of a small language lineage for untangling the complexities of first language acquisition. Pye here applies the comparative method to three Mayan languages—K'iche', Mam, and Ch'ol—showing how differences in the use of verbs are connected to differences in the subject markers and pronouns used by children and adults. His holistic approach allows him to observe how small differences

between the languages lead to significant differences in the structure of the children's lexicon and grammar, and to learn why that is so. More than this, he expects that such careful scrutiny of related languages' variable solutions to specific problems will yield new insights into how children acquire complex grammars. Studying such an array of related languages, he argues, is a necessary condition for understanding how any particular language is used; studying languages in isolation, comparing them only to one's native tongue, is merely collecting linguistic curiosities.

The Routledge Encyclopedia of Second Language Acquisition offers a user-friendly, authoritative survey of terms and constructs that are important to understanding research in second language acquisition (SLA) and its applications. The Encyclopedia is designed for use as a reference tool by students, researchers, teachers and professionals with an interest in SLA. The Encyclopedia has the following features: • 252 alphabetized entries written in an accessible style, including cross references to other related entries in the Encyclopedia and suggestions for further reading • Among these, 9 survey entries that cover the foundational areas of SLA in detail: Development in SLA, Discourse and Pragmatics in SLA, Individual Differences in SLA, Instructed SLA, Language and the Lexicon in SLA, Measuring and Researching SLA, Psycholinguistics of SLA, Social and Sociocultural Approaches to SLA, Theoretical Constructs in SLA. • The rest of the entries cover all the major subdisciplines, methodologies and concepts of SLA, from "Accommodation" to the "ZISA project." Written by an international team of specialists, the Routledge Encyclopedia of Second Language Acquisition is an invaluable resource for students and researchers with an academic interest in SLA.

The Grammar Book introduces teachers and future teachers to English grammatical constructions. This highly acclaimed text, used both as a course book and as a grammar reference guide, is suitable for all teachers of English. What sets it apart from other grammar books is its unique pedagogical focus: It describes not only how each grammatical construction is formed, but also its meaning and its use. Grammar is seen to be a resource for making meaning in textually and socially appropriate ways.

The computer model. Computation and language acquisition. The acquisition model. Learning phrase structure. Learning transformations. A theory of acquisition. Acquisition complexity. Learning theory: applications. Locality principles and acquisition.

How to teach phrasal verbs to L2 learners of English has been the subject of debate in Teaching English as a Foreign Language (TEFL) courses and materials alike. These multi-part verbs, consisting of a verb and one or more particles, convey a new lexical meaning different from their individual parts. Further complicating this is the fact that some transitive phrasal verbs can be separated from their particles to varying degrees by a direct object. Though variables affecting verb-particle separation lie below the level of consciousness for most native speakers, they make the acquisition of particle placement difficult for L2 English language learners. Additionally, the presentation of these verbs in EFL textbooks and university English language programs (ELPs) is inadequate. TEFL textbooks tend to place emphasis on the lexical acquisition of phrasal verbs, ignoring separable versus non-separable distinctions. However, native English speakers separate phrasal verbs from their particles about 66.5% of the time in spoken conversation. In order to determine whether traditional textbook problems associated with phrasal verb presentation persist, I analyzed eleven TEFL textbooks



used in Kansas State University's ELP. I also administered a grammaticality judgment survey in order to find out whether L1 Spanish speakers of L2 English view separation of transitive phrasal verbs and their particles to be grammatical. L1 Spanish Speakers of L2 English are disadvantaged by the fact that their native language is verb-framed, meaning that it does not make use of particles in the same way that English does. It is for this reason that native Spanish-speakers of L2 English constitute the experimental group in this study. The results of the TEFL textbook analysis reveal that none of the eleven textbooks analyzed could stand alone in the classroom to effectively teach phrasal verbs. The results of the grammaticality judgment survey show that L1 Spanish speakers of L2 English differ at a statistically significant level from L1 American English speakers in their acceptability of phrasal verb-particle separation. These findings have pedagogical implications for TEFL instructors, textbook writers, and English language programs, and demonstrate the need for more extensive and authentic phrasal verb instruction.

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