Transitive Phrasal Verbs In Acquisition And Use

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.

The book concerns theoretical, interdisciplinary and methodological issues in L2 acquisition research. It gives an accurate and up-to-date overview of high quality work currently in progress in research methodology, processing, principles and parameters theory, phonology, the bilingual lexicon, input and instruction. The volume will have the purpose of a handbook for teachers, students and researchers in the area of second language acquisition. The aim is to provide the reader with an acquisition perspective on processes of second and foreign language learning.

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.

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."

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.

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.

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)

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.

This book is concerned with bilingual thematic dictionaries (BTDs). The three chief aims of the research project are: 1) to identify the characteristic features of the bilingual thematic dictionary, 2) to gauge its usefulness, and 3) to make suggestions as to how it could be improved. Various approaches are adopted in order to reveal the nature of the BTD. The typological approach considers the lexicographic genres (bilingual, thematic, and pedagogical) which have been combined to create this hybrid reference work. Particular attention is paid to the BTD's immediate forerunner and closest lexicographic relative: the monolingual thematic learner's dictionary. Detailed textual analyses of contemporary thematic dictionaries identify the characteristic features of the macrostructure, microstructure, and other components from a structural perspective. In order to evaluate the usefulness of the BTD features identified, the textual analyses are supplemented by three pieces of user research involving a questionnaire (to elicit learners' opinions), a test (on the effectiveness of the access structure), and an experiment (to discover how a learner uses a BTD).

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.

This text brings together investigations from a variety of disciplinary backgrounds (with an emphasis on linguistics, psycholinguistics, and computer science) to examine how young children rapidly acquire the vocabulary of their native tongue, and with few errors along the way. Explores English grammar through three real-world applications of language development, language disorders and dialects.

?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 is 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.

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.

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 book is a thorough revision of the highly successful text first published in 1994. The authors retain the multidisciplinary approach that presents research from linguistics, sociology, psychology, and education, in a format designed for use in an introductory course for undergraduate or graduate students. The research is updated throughout and there are new sections and chapters in this second edition as well. New chapters cover child language acquisition (first and second), Universal Grammar, and instructed language learning; new sections address issues, such as what data analysis doesn't show, replication of research findings, interlanguage transfer (multilingual acquisition and transfer), the aspect hypothesis, general nativism, connectionist approaches, and implicit/explicit knowledge. Major updates include nonlanguage influences and the lexicon. The workbook, Second Language Learning Data Analysis, Second Edition, makes an ideal accompaniment to the text.

A comprehensive and extensively researched overview of key issues in language teaching today. This essential text for English language teachers surveys a broad range of core topics that are important in understanding contemporary approaches to teaching English as a second or international language, and which form the content of many professional development courses for language teachers. A wide range of issues is examined, including a consideration of the nature of English in the world, the way the English teaching profession works, the development of teaching methods, the nature of classroom teaching, teaching the four skills, teaching the language system, and elements of a language program.

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.

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. Temporal-aspectual systems have a great potential of informing our understanding of the developing competence of second language learners. So far, the vast majority of empirical studies investigating L2 acquisition have largely focused on past temporality, neglecting the acquisition of the expression of the present and future temporalities with rare exceptions (aside from ESL learners), leaving unanswered the question of how the investigation of different types of temporality may inform our understanding of the acquisition of temporal, aspectual and mood systems as a whole. This monograph addresses this question by focusing on three main objectives: a) to contribute to the already impressive body of research in the L2 acquisition of tense, aspect and mood/modality from a generative perspective, and in so doing to present a more complete picture of the processes of L2 acquisition in general; b) to bridge the gap between linguistic theory and L2 acquisition; c) to make empirical findings more accessible to language instructors by proposing concrete pedagogical applications.

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 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.

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.

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. The text is also suitable for English or ESL/EFL teachers who need a reference volume about various aspects of language,

particularly as it applies to teaching. Each chapter includes educational implications of each topic, plus research projects and further readings. The text also appeals to those obtaining additional certification for public school teaching." "The second edition of Understanding Language Structure, Interaction, and Variation is enhanced and updated with an expanded treatment of English grammar, new topics like computer-mediated communication, current figures and data, and an up-to-date bibliography."--Jacket. 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, Psycholingustics 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.

Current Issues in European Second Language Acquisition ResearchGunter Narr VerlagParticle Verbs in EnglishA Cognitive Linguistic PerspectiveSpringer

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 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 cutting-edge volume describes the implications of Cognitive Linguistics for the study of second language acquisition (SLA). The first two sections identify theoretical and empirical strands of Cognitive Linguistics, presenting them as a coherent whole. The third section discusses the relevance of Cognitive Linguistics to SLA and defines a research agenda linking these fields with implications for language instruction. Its comprehensive range and tutorial-style chapters make this handbook a valuable resource for students and researchers alike.

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.

A pioneering study of heritage languages, from a leading scholar in this area of study world-wide.

"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 teaaching difficult structures, it is both a complete grammar course and an essential reference text."--Back cover.

In contexts of instructed second language acquisition there is a need for teaching methods that are optimally efficient, i.e. teaching interventions that generate a maximal return on learners' and teachers' investment of time and effort. In the past couple of decades, many researchers have argued that insights from Cognitive Linguistics (CL) - when suitably translated for pedagogical purposes - can make a major contribution to fostering such language teaching efficiency. This collective volume assesses and supplements those CL proposals. The first part of the book positions CL-inspired language pedagogy vis-à-vis recent trends in mainstream applied linguistics and illustrates through several case studies that language-focused instruction (including CL-inspired instruction) is a useful - if not indispensable - complement to learner-autonomous, incidental acquisition. The second part demonstrates how CL research can help pedagogues identify hitherto neglected language elements that merit explicit targeting in second language instruction. The third part consists of contributions that put the pedagogical efficiency of several CL-inspired interventions to the test in classroom experiments. Additions to the currently available armoury of teaching methods are proposed. The kinds of target language items under examination in the book range from single words over multiword units to grammar patterns. Throughout, the volume illustrates how much pedagogy-oriented Cognitive Linguistics has matured in recent years.