



THE MOST FREQUENT EXPRESSION VERBS IN ENGLISH LANGUAGE EU DOCUMENTS – A CORPUS-BASED ANALYSIS

Santhosh Kumar V*

Saveetha School of law Saveetha University

ARTICLE INFO

Article History:

Received 16th July, 2017

Received in revised form 19th

August, 2017 Accepted 25th September, 2017

Published online 28th October, 2017

Key words:

Expression Verbs; Corpus Analysis; Eu Documents; Course And Materials Design; English For Specific Functions

ABSTRACT

This study explores the utilisation of construction verbs in West Germanic documents of the eu Union (EU) as a part of a larger-scale project examining the utilisation of English in EU texts from varied aspects together with lexical, lexicon-grammatical and matter options. Construction verbs, acknowledged to represent one amongst the foremost troublesome aspects of learning English, are extremely productive and wide utilised by native speakers. The aim of this study is to spot the foremost frequent verb combustion in EU documents. To the present finish, Associate in Nursing EU English Corpus of roughly two hundred, 000 running words was engineered exploitation texts that are representative of the fields of activities of the EU. The analysis disclosed that the highest twenty five verbs account for over hr of all construction verb constructions within the corpus. The results conjointly show that in terms of the frequency of construction verbs, EU documents show some similarity to written educational English. The paper conjointly illustrates some instructions activities and therefore the education connexion of the findings.

Copyright©2017 **Santhosh Kumar V**. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

INTRODUCTION

One of the foremost difficult aspects of learning English vocabulary is developing native-like proficiency of construction verbs in each spoken and communication (for example Laufer and Eliasson, 1993; Siyanova and Schmitt, 2007). construction verbs, equally to alternative multiword units like multi-word verbs, idioms and collo- cations usually create issues even for advanced learners, particularly people who learn English during a foreign acquisition (EFL) state of affairs within the schoolroom (Wray, 1999). The explanations for the ill-famed problem of mastering native-like use of construction verbs area unit manifold. Descriptive synchronic linguistics books and analysis into shunning in acquisition recommend that a number of the foremost decisive factors that will cause issues involve (1) the structural, grammatical options of construction verbs (e.g. word order), (2) linguistics options (e.g. the degree of transparency of meaning), or (3) the actual fact that construction verbs might not exist within the learner's 1st lan- guage and thus, they lack adequate methods to acknowledge and method them (Biber *et al.*, 1999; Liao and Fukuya, 2004). This downside is of a lot of concern to language learners and academics for the easy reason that construction verbs area unit a standard feature of country language.

Though the problematic nature of construction verbs and alternative multiword units in English has been incontestible by many recent studies (Gardner and Davies, 2007; Gilmore, 2004; Liu, 2003; Nesselhauf, 2003), it's additionally been usually advised in most of them that instruction and materials development doesn't seem to be told by the analysis findings which choices concerning what to incorporate within the information "have sometimes been supported the author's gut-level impressions and anecdotal proof of however speakers and writers use the language" (Biber and Reppen, 2002, p. 200).

As got wind in several of the on top of cited papers, choosing the weather of a language course ought to instead be supported empirical corpus-based analysis findings. exploitation language information from a corpus, i.e. a care- totally compiled assortment of present language (Biber *et al.*, 1998) will influence be helpful for teach- ing each general spoken and written English, furthermore as specific registers sometimes noted as English for Specific functions (ESP), for instance business, legal, medical, engineering, etc. The connection of the employment of spe- cially designed corpora engineered by language professionals to suit the precise wants of their students and/or analysis functions in developing teaching materials for psychic phenomenon is well known within the literature (see Mudraya, 2006 for a review).

The present study is a component of a larger-scale scientific research work the employment of English in EU docu- ments. the precise purpose of the project is to come up with findings that will function a basis for the compilation of teaching

*Corresponding author: **Santhosh Kumar V**
Saveetha School of law Saveetha University

materials and syllabi designed to develop the mandatory language skills of these United Nations agency work with English language EU documents, would like to be recruited to figure for Associate in Nursing EU establishment, or major in EU, inter- national relations or diplomacy studies. Previous studies on lexical and matter options of EU documents disclosed the foremost frequent lexical parts and their collocation patterns (Trebits, 2008) and a few aspects of the matter options exhibited by EU documents through the employment of conjunctive cohesion. The aim of this study is to explore the employment of construction verbs in EU documents supported a corpus of EU texts representative of the assorted fields of activity the EU is presently concerned in. an inventory of the foremost frequent construction verbs within the corpus can hopefully inform and fruitfully contribute to the method of coming up with and writing materials for teaching 'EU English', that's English because it is employed in EU documents

LITERATURE REVIEW

I will define the foremost necessary issues relating to the definition of phrasal verbs similarly as describe the fields of analysis that represent the background to the current study, specifically corpus-based mostly analysis on expression verbs and analysis that specialize in the characteristics of English because it is employed in EU documents.

Defining Phrasal Verbs

Phrasal verbs (PV) kind a part of a bigger category of verbs sometimes said as multi-word verbs in comprehensive descriptive linguistics books (Biber *et al.*, 1999; Quirk *et al.*, 1985) and in enquiry papers (for example Siyanova and Schmitt, 2007). Biber *et al.* (1999) distinguish between grammatical construction verbs, closed-class word verbs, phrasal-prepositional verbs, free mixtures and different multi-word verb constructions (of numerous patterns like take a glance at, roast of, etc.) and discuss many structural and linguistics criteria which will be accustomed differentiate between the assorted varieties. Despite the elaborate descriptions and various examples provided for every class, the authors of the above-cited descriptive linguistics books acknowledge the problem in creating clear-cut distinctions between multi-word verbs, as several of them might belong to over one class counting on the context. For example: return could also be understood either as a verb which means "to resume AN activity" or as a free combination which means "to return" (Biber *et al.*, 1999, point 5.3.1.1).

As Gardner and Davies (2007) means, however, these strictly grammatical distinctions, which can even be the topic of debates among linguists and grammarians, square measure of very little tutorial price for non-native speakers and learners of English troubled to master this space of vocabulary and descriptive linguistics. They propose a a lot of practical definition of grammatical construction verbs that states that two-word things consisting of a lexical verb AND an adverbial particle square measure to be thought of as grammatical construction verbs (PVs) in their study. For the aim of this study, i made a decision to adopt the higher than definition, as, equally to their analysis on grammatical construction verbs within the British National Corpus (BNC), the aim of this study is to spot the foremost frequent PVs during a special corpus with a read to victimization the findings in materials style for language learners. the most purpose of this study is to

tell the method of materials style in order that learners of EU English have a chance to explore the utilization and meanings of these specific grammatical construction verbs that they're presumably to encounter in EU documents. Therefore, it absolutely was determined that no additional grammatical distinctions are created to differentiate between the verb + adverbial particle constructions unconcealed by the analysis.

METHODOLOGY

The Corpus of Eu English (Ceue)

In view of my specialise in EU English for learners of English coming back from a large vary of various professional backgrounds (e.g., trade, law, education, finance, etc.) it had been necessary for the Corpus to mirror the varied fields of activities the EU is concerned in however to not be biased towards any of these fields particularly, in order that the findings ought to stay balanced and didactically helpful. Bearing that in mind, the subsequent texts and documents were wont to build the corpus:

Nineteen info booklets (of concerning twenty pages on average) on the various activities of the EU (e.g., competition, market, economy, travelling, setting, justice, science, transport, etc.) supposed for a general however sophisticated audience. The booklets square measure downloadable from the net at: <http://ec.europa.int>,

The annual general report on the activities of the EU in 2006 (published in early 2007 and on the market on the net at: <http://ec.europa.int>,

Sample check material from enlisting competitions all told subject square measure (the sample tests square measure on the market from the eu Personnel choice workplace (EPSO) web site and are freely downloadable).

The last EPSO sample check part of the CEUE was enclosed as a result of those that get employment at associate EU establishment need to pass the EPSO enlisting competition that isn't most of knowledgeable challenge for the candidates, however it undoubtedly puts their information of EU English to the check. The EPSO tests square measure convenient for the aim of informative however English is employed in EU documents as a result of they embody texts on the foremost necessary topics (economy, law, education, etc.), yet as texts on noesis and understanding of EU establishments and tests of verbal reasoning, it's conjointly necessary to notice that every one the texts enclosed within the corpus were printed once the year 2000. The final version of the CEUE contains around two hundred,000 running words, and it consists of a balanced selection of texts in terms of the EU's fields of activity. As this study focuses on one single register, the language of EU documents and inside that solely written texts, the dimensions of the corpus appears to be adequate for its functions. Table one below summarizes the main points of the Corpus.

Tools of Analysis

I used the Lexical Frequency and vary laptop programs by Heatley *et al.* (2002) to determine the frequency list of the CEUE and to check it to the list of the foremost frequent adverbial particles and lexical verb + adverbial particle constructions within the written a part of British National Corpus (BNC Written) comprising eighty nine,800,000 tokens supported Leech *et al.* (2001). The lists obtained

allowed Pine Tree State to draw up the list of the foremost frequent adverbial particles within the Corpus of EU English.

In order to look at the foremost oftentimes occurring lexical verbs that kind verb + adverbial particle constructions within the CEUE, I used the concordance operate of the writer Version two laptop software system (Scott, 1996). As concordance lists show the search word in context and supply frequency data too (Flowerdew, 1993), this operate additionally allowed Pine Tree State to cross-examine the frequency lists made by the Lexical Frequency Program. With the assistance of the concordancing operate of the writer Tools software system, all the verb + adverbial particle combos were known.

Finally, united of the aims of this analysis involved examining the quantity of word-senses related to expression verbs within the CEUE, WordNet Version two (Miller, 2003) was additionally run on the foremost frequent verb + adverbial particle constructions.

CONCLUSION

The main aim of this study was to contribute to program and materials style for teaching EU English by revealing the foremost often used grammatical construction verbs within the Corpus of EU English, a set of texts revealed by European establishments. The study meant to associateswer the question of that grammatical construction verbs to incorporate in an EU English program, forward that choosing things of such a very important a part of English knowledge and synchronic linguistics can not be created alone on language teachers' and linguists' intuition, but fully fledged they'll be during this field (Biber *et al.*, 1999; Biber and Reppen, 2002; Gardner and Davies, 2007). The findings of the study could function a start line in developing the verb element of a course specializing in the language of EU documents. Any analyses of concordances of less frequent grammatical construction verbs would facilitate confirm different necessary PV things to incorporate within the program. The study conjointly provides samples of activity-types supported language knowledge from the CEUE.

An obvious limitation of the study is that the size of the corpus, since a bigger corpus would permit additional precise observations to be created. Previous studies (e.g., Trebits, 2008) involving analysis on the lexical and matter options of EU texts are complemented by any investigations as regards different lexico-grammaticalfea- tures of language use during a larger corpus of EU English. It's hoped that these studies can create a significant contribution to the look of courses materials specializing in the utilization of the English language within the documents of the ecu Union.

References

- Pym, A., 2000. The European Union and its future languages: questions for language policies and translation theories. *Across Languages and Cultures* 1, 1-17.
- Wray, A., 1999. Formulaic language in learners and native speakers. *Language Teaching* 32, 213-231.
- Longman Phrasal Verbs Dictionary, 2000. Pearson Education Limited, Harlow.
- McArthur, T., 2003. World English, Euro-English, Nordic English? *English Today* 73, 54-58.
- McCarthy, M., O'Dell, F., 1998. *English Phrasal Verbs in Use: Intermediate*. Cambridge University Press, Cambridge.
- Miller, G., 2003. WordNet (Version 2.0) Software. Available from: <http://www.cogsci.princeton.edu/wn/obtain.shtml>.
- Mishan, F., 2004. Authenticating corpora for language learning: a problem and its resolution. *ELT Journal* 58 (3), 219-227
- Biber, D., Conrad, S., Leech, G., 2002. *Longman Student Grammar of Spoken and Written English*. Longman, Harlow.
- Biber, D., Reppen, R., 2002. What does frequency have to do with grammar teaching? *SSLA* 24, 199-208.

How to cite this article:

Santhosh Kumar V (2017) 'The Most Frequent Expression Verbs in English Language Eu Documents – A Corpus-Based Analysis', *International Journal of Current Advanced Research*, 06(10), pp. 7057-7059.
DOI: <http://dx.doi.org/10.24327/ijcar.2017.7059.1073>
