

**A PATTERN GRAMMAR APPROACH TO SELECTED  
ACTION VERBS IN LoCLaNT**

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**FACULTY OF LANGUAGES AND LINGUISTICS  
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ACTION VERBS IN LoCLaNT**

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**FACULTY OF LANGUAGES AND LINGUISTICS  
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## ABSTRACT

Pattern Grammar (Hunston & Francis, 2000) has been used in many studies as a source of insights into linguistic change. In Pattern Grammar, the behaviour of a lexical item is studied in which any change may reflect linguistic change. It has begun to attract the attention of many linguists to explore phraseology to analyse language use. However, most studies that use Pattern Grammar were based on native speaker's corpora. Little has been done on the Pattern Grammar which studies the learner language based on learner corpora (see Ellis et al., 2013, 2014; Romer et al. 2014). This study explores the development of learner language in the subset of LoCLaNT based on the Pattern Grammar approach. It focuses on the verb pattern (see Francis et al., 1996). The top five most frequent action verbs in the subset of LoCLaNT (i.e., GO, SAVE, SEE, SHOUT, FISH) are studied. This includes the variants of each verb (i.e., go, goes, going, went for GO). This study is in line with the observation of innovative and conventional language use as highlighted in Chau (2015). It can be observed from the analysis of this study that some verb patterns used by the learners are becoming more conventional. However, there are also instances of innovative pattern observed over time. This shows that the direction of the development of learner language is moving towards conventional yet still carries the innovation element.

Keywords: second language development, corpus linguistics, pattern grammar, action verbs

## ABSTRAK

Pola Tatabahasa (Hunston & Francis, 2000) telah digunakan dalam banyak kajian sebagai sumber dalam mengkaji perubahan bahasa. Dalam Pola Tatabahasa, tingkah laku item leksikal akan dikaji dimana sebarang perubahan boleh mencerminkan perubahan linguistik. Ia telah menarik minat perhatian ramai ahli bahasa untuk meneroka kajian tentang frasa untuk mengkaji penggunaan bahasa. Walau bagaimanapun, kebanyakan kajian yang menggunakan Pola Tatabahasa adalah berasaskan corpora penutur asli. Tidak banyak kajian telah dilakukan di dalam Pola Tatabahasa yang mengkaji bahasa pelajar berdasarkan korpora pelajar (lihat Ellis et al., 2013, 2014; Romer et al. 2014). Kajian ini meneroka perkembangan bahasa pelajar dalam subset LoCLaNT berdasarkan pendekatan Pola Tatabahasa. Ia memberi tumpuan kepada pola kata kerja (lihat Francis et al., (1997). Lima kata kerja yang paling kerap digunakan dalam subset LoCLaNT (iaitu GO, SAVE, SEE, SHOUT, FISH) dikaji. Ini termasuk varian bagi setiap kata kerja (iaitu, go, goes, going, went untuk kata kerja GO). Kajian ini selaras dengan pemerhatian penggunaan bahasa yang inovatif dan konvensional seperti yang ditonjolkan di Chau (2015). Dapat diperhatikan daripada analisis kajian ini bahawa beberapa corak kata kerja yang digunakan oleh pelajar menjadi lebih konvensional. Walau bagaimanapun, terdapat juga unsur corak inovatif yang dapat diperhatikan dari semasa ke semasa. Ini menunjukkan bahawa hala tuju perkembangan bahasa pelajar bergerak ke arah konvensional tetapi masih membawa unsur inovasi.

Kata kunci: perkembangan bahasa kedua, linguistik korpus, pola tatabahasa, kata kerja kelakuan

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## CHAPTER 1: INTRODUCTION

### 1.1 Introduction

The proposed study attempts to examine language development from a pattern grammar perspective. As both a theory (see, e.g., Stefanowitsch & Gries, 2003; McEnery & Hardie, 2012) and a way of investigating language in use (Hunston & Francis, 1999), pattern grammar provides a means through which words can be studied in relation to the patterns they occur with. This chapter gives a brief introduction to the present study by presenting the problem statement, objective, research questions, scope and limitations, significance and theoretical framework that will be used in this study.

### 1.2 Problem Statement

Language can be observed from various aspects. A recent, important way to analyze language is through the insights of pattern grammar. Based on the past research that has been done which analyzes a large scale of data, language has been found to occur in more or less fixed sequences (see Sinclair, 1991; Hunston & Francis, 2000). Hunston and Francis (2000, p. 247) point out that “[a] pattern is a description of the behavior of a lexical item, or one of the behaviours of that item, as evidenced in a record of large amounts of language use”. Francis et al. (1996) is the most comprehensive work on verb pattern to date. However, most of the past studies conducted on pattern grammar are based on native speaker corpora (see Hunston & Francis, 1998, 2000; Ellis et al., 2001, 2013, 2014). Little has been done investigating how words and structures combine to make meaning in learner language as observed in learner corpora (see Chau, 2012, 2015).



Further, most of the past studies (see Ellis et al., 2013, 2014; Romer et al. 2014) have used pattern grammar as proposed by Francis et al. (1996) to analyze linguistic features and language development. As Ellis et al. (2013) argue, more longitudinal corpora of learner language are needed to allow for detailed investigation of the acquisition of second language construction. The present study contributes to this direction. Specifically, it considers verbs and the patterns they occur with as observed in a total of 200 texts as part of the Longitudinal Corpus of Languaculturer Narrative Texts (LoCLaNT; see Chau, 2015).

### **1.3 Objective of the Study**

This is a longitudinal study which aims to investigate language development in terms of grammar patterns among Malaysian students. The focus that has been set up for this study is the patterns of verbs that can be observed through a sub-set of LoCLaNT (see Chapter 3 for details about the corpus).

### **1.4 Research Questions**

To achieve this objective, two research questions have been constructed. The first research question aims to identify the patterns of verbs that can be observed from the learner data in the sub-set of LoCLaNT. The second research question which goes deeper into the analysis aims to investigate the change, if any, in terms of the complexity of the patterns of verbs.

1. What are the patterns of use of selected high frequency verbs that can be observed from the learner data in the sub-set of LoCLaNT?

2. To what extent does the use of verbs show changes in lexical-grammatical patterning over time?

### **1.5 Scope and Limitations**

This study is designed to focus on the patterns of verbs. The data that will be used for this research is the texts written by 50 Malaysian secondary school students as part of LoCLaNT. The corpus is used because it is one of the few longitudinal learner corpora that are available in the field. Access to the corpus has been granted by the developer. The top five high frequency action verbs were chosen to be analyzed in the study.

### **1.6 Significance of the Study**

The study of pattern grammar has so far been largely restricted to a reliance on the corpora of the native speaker (e.g., Francis et al. 1996, 1998; Hunston et al. 2000; Ellis et al., 2013). However, in this study, learner corpora are the focus. This study is designed in a way that the development or change in terms of the patterns of verbs can be explored. This is to see whether there are differences or to what extent learner language changes over time. This is important for linguists to see the development of language learners and how they use the language (specifically the patterns of verbs) over time. It is significant for the field of linguistics as there is a lack of longitudinal studies in both Second Language Acquisition and Corpus Linguistics. This study fills this gap as it works on longitudinal learner corpus and analyzes the verb patterns used by the learners.

## **1.7 Theoretical Framework**

This study draws on insights from pattern grammar (Francis et al. 1996). Grammar and vocabulary are usually treated as two areas of language teaching and learning (Hunston et al., 1997). These two areas are often treated separately, masking the close relationship that grammar and vocabulary have in the process of meaning making. Using a word-based approach (see Hunston, 2002), this study attempts to observe the range of patterns associated with the top five high frequency action verbs to be observed in the texts in the sub-set of LoCLaNT by the 50 students mentioned above. It is important to note that this study holds the position of accepting „errors“ made by the learner as innovative language use (see Chau, 2015). On the other hand, the native-like language use is considered as conventional. In other words, the language produced by learners is viewed from a different perspective as compared to most other studies in the field of second language acquisition. As mentioned above, pattern grammar as proposed by Francis et al. (1996) will be used as a reference for the analysis. By doing this, any pattern that is not highlighted in Francis et al. (1996) reflects innovative language use. On the contrary, the pattern that is reported in Francis et al. (1996) reflects conventional language use.

## **1.8 Outline of the Dissertation**

This dissertation is divided into five chapters; Introduction, Literature Review, Methodology, Analysis and Discussion and conclusion. Chapter 1 (Introduction) gives a brief overview on the background of this study. It highlights the problem statement, objective, research questions, scope and limitation, significance and theoretical framework of the study.

Chapter 2 (Literature Review) presents the past studies that have been carried out in the field of second language acquisition and corpus linguistics. It highlights the gap that is aimed to be addressed in this study.

Chapter 3 (Methodology) discusses the methods employed in completing this study. The background information of the corpus used in this study is provided in this chapter. Briefly, this study uses a subset of LoCLaNT which is an existing corpus as the data to be studied.

Chapter 4 (Analysis) presents the analysis of this study. As mentioned previously, this study analyzes the top five most frequent action verbs in the subset of LoCLaNT. The list of top five most frequent action verbs to be analyzed is based on the frequency list generated based on the first data set (Time 1) of the subset of LoCLaNT. Those five action verbs that are being analyze are GO, SAVE, SEE, SHOUT and FISH. This includes the variants of each verb (e.g. go, goes, going, went).

Chapter 5 (Discussion and Conclusion) provides the answer to the research questions. It also discusses the contribution of this study to the field of corpus linguistics and second language acquisition. Conclusion for this study is also provided in this chapter.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter reviews the role of corpora in the study of language including the study of learner language. It starts with a review of literature related to the study of second language acquisition through corpora. Different perspectives regarding the notion of errors and innovation are discussed. It is followed by a discussion regarding the studies of language development through writing. It then discusses Pattern Grammar as an approach to analyze language development. This chapter ends with a conclusion which sums up the literature review.

### **2.2 The Study of Second Language Acquisition through Corpora**

The study of learner corpora in Second Language Acquisition (SLA) seeks to understand the process of acquiring a second language. Second language acquisition is different from the first language acquisition in many ways. This is in line with Saville-Troike (2006) that provides a brief comparison between first language (L1) and second language (L2) learning in which it is grouped into three phrases, namely, initial state, intermediate states and final state. These phrases are presented in Table 2.1 which is taken from Saville-Troike (2006)

Table 2.1 First vs second language development (Saville-Troike, 2006, p. 17)

<b>L1</b>	<b>L2</b>
<b>INITIAL STATE</b>	
Innate capacity	Innate capacity
	L1 knowledge
	World knowledge
	Interaction skills
<b>INTERMEDIATE STATES</b>	
<b>Child grammar</b>	<b>Learner language</b>
Basic processes	
Maturation	Transfer
Necessary conditions	
Input	Input
Reciprocal interaction	
Facilitating conditions	
	Feedback
	Aptitude
	Motivation
	Instruction
	.....
<b>FINAL STATE</b>	
Native competence	Multilingual competence

Generally, the theories of second language development as summarized in Chau (2012) based on Ortega (2007) review of a collection of chapters, aim to provide description regarding the nature of second language knowledge, the nature of

interlanguage, the contributions of knowledge of the first language, the contributions of the linguistic environment, and the role of instruction. This study aims to contribute to the study of second language acquisition. It focuses on analyzing the developmental process of the learner language. As highlighted by Lu (2010, p. 186), “a number of developmental index studies have attempted to identify objective measures of fluency, accuracy and complexity of production that can be used to index the learners’ level of development or overall proficiency in the target language”. By incorporating corpus studies to analyze language development, Lu (2010) also added that it is a more precise approach to evaluate and describe the learners’ developmental level. Hence, it shows that corpora provide a better way in dealing with language development. Hunston (2002, p. 3) suggests that “a corpus does not contain new information about language, but the software offers us a new perspective on the familiar”. This is in line with Mair’s (2006a) statement who mentioned that anecdotal evidence for linguistic change is unreliable. Evison (2010, p. 122) suggested that “in order to gain this new perspective, the first analytical steps generally involve two related processes: the production of frequency lists (either in rank order, or sorted alphabetically) and the generation of concordances”. Therefore, by conducting corpus analysis, the process of second language development would be viewed from a different perspective. The results which are gathered from the study will be supported with evidence which is the real language production of the learners.

McEnery and Xiao (2010, p. 17) highlighted a statement by Osborne (2002) that states “If native speaker corpora of the target language provide a top down approach to using corpora in language pedagogy, learner corpora provide a bottom up approach to language teaching”. To facilitate an effective analysis of second language development,

Myles (2005, p. 374) highlighted, “the central source of evidence for these mental processes is the language produced by learners, whether spontaneously or through a variety of data elicitation procedures”. Aarts et al. (2013, p.14) who work on the issues on investigating current change suggested that “the systematic study of language change requires large, evenly balanced and reliably annotated corpora with texts sampled over a period of time”. One of the issues that can be observed based on the past studies of second language acquisition through corpora is the ideology of comparing and contrasting learner corpora with the native speakers’ corpora.

In studying SLA, several views were considered in dealing with data of the learners of a second language. Granger (1996) had come up with a method of analysis that is called Contrastive Interlanguage Analysis (CIA). It compares the native and non-native speakers in which it uses the native speaker corpora as a benchmark for the analysis of the learner corpora. With this ideology, the focus of the study is more towards error analysis which result from the analysis of the learner versus native speaker data. More recently, Granger (2003) come up with an error annotation scheme that follows nine major domains; form, morphology, grammar, lexis, syntax, register, style, punctuation and typo. These domains contain their own specific category. By using such methods of analysis, the common errors that the learners tend to make can be identified. As highlighted in Bestgen and Granger (2014) there are various studies conducted which analyzes learner language using this methodology from different parts of the world. Among those studies are; De Cock et al. (1998) which analyzes French learners of English language, Juknevičienė (2009) which analyzes Lithuanian learners of English language, Groom (2009) which analyzes Swedish learners of English language,



Ishikawa (2009) which analyzes Japanese learners of English language, Chen and Baker (2010) which analyzes Chinese learners of English language.

The similarities of the findings of these studies as proposed by Bestgen and Granger (2014) is that learners of English language can be generalize as,

L2 writers rely on a more limited repertoire of lexical bundles than native writers; they overuse the bundles they are familiar with, often calqued on similar sequences in their L1, and underuse many of the native-like bundles; they also prove to have difficulty with register, introducing speech-like bundles in their formal writing. (Bestgen & Granger, 2014, p. 29)

However, this idea contradicts with what is proposed by Cook (2010, p. 154) who asks, “Why should the mastery of a second language be measured against something they are not and never be – monolingual native speakers”. Second language learners should not be compared with the native speaker of the target language.

As Cook (1992) mentioned:

L2 users differ from monolinguals in L1 knowledge; advanced L2 users differ from monolinguals in L2 knowledge; L2 users have a different metalinguistic awareness from monolinguals; L2 users have different cognitive processes. These subtle differences consistently suggest that people with multicompetence are not simply equivalent to two monolinguals but are a unique combination.

(Cook, 1992, p. 557)

The learner language that exists in the process of SLA should be analyzed in its own properties (Selinker, 1972). Chau (2012) suggests that learner language is a dynamic and independent language system in which it constitutes a linguistic system in its own

right (Selinker, 1972) rather than being a deficit version of an idealized monolingual native speaker.

Larsen-Freeman (2011) also highlighted the same argument,

... when language was perceived to be a closed system, a fixed target, then no matter what they did, language learners were disadvantaged to a certain extent. For example, a new linguistic form that a learner created might be considered an error, rather than an innovation. The goal of language instruction, although never explicitly stated, was conformity to uniformity. But, such a goal, even if it is desirable, is not achievable. (Larsen-Freeman, 2011, pp.300-301)

### **2.2.1 Error versus innovation**

Errors and innovation are two different perspectives of looking at learner language. In the situation where the language production does not follow the conventional way or native-like language use, some researchers may label it as errors whereas on the other hand, some may accept it as innovation made by the learner (see Chau, 2015).

According to Corder (1974),

“the study of errors is part of the investigation of the process of language learning. In this respect it resembles methodologically the study of the acquisition of the mother tongue. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process” (Corder, 1974, p. 125).

Looking back into the history, as highlighted in Khansir (2012, p. 1027), based on the observations on previous research conducted on errors, it has been found that the language of second language learner is systematic and the errors are not random

mistakes but it is the evidence of rule-governed behaviour (see Adjemian, 1976; Corder, 1976; Nemser, 1971; Selinker, 1972). Richards (1971, p. 1) defined error analysis as to “deal with the differences between the way people learning a language speak and the way adult native speakers of the language use the language”. By carrying out error analysis, the results could be used to predict the difficulties involved in acquiring a second language and through that, teachers will be aware of the difficult areas that their students encountered and certain strategies should be used to overcome it (see Khansir, 2012). Corder (1967) whose work on the significance of learner’s errors, mentioned that

“a learner’s errors, then, provide evidence of the system of the language that he is using (i.e. has learned) at a particular point in the course (and it must be repeated that he is using some system, although it is not yet the right system)” (Corder, 1967, p. 167).

Corder also highlighted the significance of learner’s errors in three ways; (1) to the teacher, it indicates how far towards the goal the learner has progressed and, consequently, what remains for the learner to learn, (2) they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in his discovery of the language, and (3) they are indispensable to the learner themselves, because we can regard the making of errors as a device the learner uses in order to learn. It is a way the learner has of testing their hypotheses about the nature of the language they are learning. (Corder, 1967, p. 167).

However, in contrast to the perspective of viewing error as error, many studies have been conducted in a different perspective in which learner language is treated in its own right. Bley Vroman (1983) is among the earliest to stress that learner language should be treated in its own right. Larsen-Freeman (2015) showed an example of learner

language production in which it will be considered as an error if the production is dealt through the traditional way whereas from a Complexity Theory perspective, it is a linguistic innovation. By considering the innovations made by the learner, Herdina and Jesner (2002) mentioned that it is normal to observe the increase and decline phenomena in the system of developing learner language. The growth and decline highlights the development aspect and the effect of internal and external resources determine the direction of the change. This is in line with Long's (2009, p. 380) statement, "development is not always target-oriented". It can be seen that learner has their own rights through the perspective of accepting errors as innovations. As Larsen-Freeman and Cameron (2008) mentioned,

"the capacity to create his or her own patterns with meanings and uses (morphogenesis) and to expand the meaning potential of a given language, not just to internalize a ready-made system" (Larsen-Freeman & Cameron, 2008, p. 116).

Larsen-Freeman and Cameron (2008, p. 111) also highlight that language is "rather being created, or at the very least assembled from conventional units, each time it is used". Language users which include learners are actively transforming their linguistic world; they do not just conform to it (Larsen-Freeman, 2006b, p. 285). As mentioned in the above section, Selinker (1972) suggests that learner language has to be treated in its own rights. It should not be compared to something that it is not (see Cook, 2010). Having discussed the two different perspectives of looking at learner language, this study follows the second perspective. It accepts the language production that is different from the native norm as an innovation (see Chau, 2015).

### 2.2.2 The study of language development through writing

One of the main concerns in the study of second language acquisition as being brought up by Larsen-Freeman (1997) is;

... Indeed, a challenge in SLA research has been how to capture, with any formalism, the dynamism in evidence in the evolution of learner interlanguage. Researchers' grammars containing static rules do not do justice to the ever-changing character of learners' internal L2 grammars.

(Larsen-Freeman, 1997, p. 151)

In dealing with the process of language development, one important issue that needs to be considered by researchers is how we measure language development. Apart from dealing with how language development takes place, another important issue is the stages of learner language development. Lu (2010) mentioned,

... another important and more practical question that is of interest to teachers, researchers, parents and/or clinicians is what stage of language development a particular child or second language learner is in, or, in other words, how much a child or second language learner knows about the language system and its use at a particular point. (Lu, 2010, p. 185)

Lu (2010, p. 185) then suggested several ways to answer this question which include naturalistic observation; production, comprehension, and judgment tasks; formal testing; and language sample analysis. This study follows Lu's (2010) suggestion of using language sample analysis to study language development. Based on past studies on second language development, as discussed in Ortega (2015), it is possible to observe language development through writing practices as it conveys the progression in the syntactic complexity that learners are able to deploy in their L2 writing over time. This is supported by Manchón (2011) who mentioned "writing is a site for language development, and language development supports writing". It is also

said that language development can be illustrated based on the syntactic development.

Crossley and McNamara (2014) mentioned that,

Researchers have focused on L2 syntactic development under the notion that the ability to arrange words syntactically into phrases and phrases into clauses demonstrates the capacity to manipulate a language's combinatorial properties, which is argued to be a strong indicator of a general language acquisition. (Crossley & McNamara, 2014, p. 66)

Apart from that, Ortega (2015) who suggests that syntactic complexity may have an impact on the quality of writing points out that,

If linguistic development and syntactic development grow through and in writing, and if what is measured as strictly linguistic growth via growth in syntactic complexity makes a wider impact on meaning making, then it is not far-fetched to expect that syntactic complexity may make a difference on the quality of the writing as well. (Ortega, 2015, p. 87)

Recently, syntactic complexity has been used to study language development by many researchers (see Shaw & Liu, 1998; Byrnes & Sinicrope, 2008; Byrnes, 2009; Vyatkina, 2013; Crossley & McNamara, 2014). However, limited number of studies considers lexical development with regard to the syntactic development in learners' production (see Verspoor, Lowie & van Dijk, 2008; Storch & Tapper, 2009; Vyatkina, 2012; Bulté & Housen, 2014).

LoCLaNT which is used in current study has been developed by Chau (2015) to capture the development of learner language over time. Chau (2015) is among the first that provides empirical evidence based on a relatively big longitudinal corpus demonstrating that language development is a non-linear process. In the research, three words (*that*, *to* and *of* with their accompanying patterns of use) were examined to

uncover the language developmental process. The findings of the series of studies reported that

second language development is an organic process where changes in usage do not follow single developmental patterns but exhibit substantial variation, and that this variation is not necessarily predictable from looking at the frequency of a single word (such as *of*) only. In fact, a word which appeared unpromising at first, in that its frequency does not change markedly, has led to the discovery of a complex and interesting series of developmental patterns. (Chau, 2015, p.77)

Chau (2015) also proposed four types of developmental patterns. Those patterns are classified as three-phase pattern, expansion pattern, reduction pattern and no consistent pattern. It highlights the development of learner language use over time. The descriptions of these developmental patterns are as follows:

- Three-phase pattern – a language feature is found to begin with a few expressions and then proceed to a flood of expressions, before a downward trend in use of the features takes place.
- Expansion pattern – a language feature is found to „grow“ or develop from a few to more expressions over time.
- Reduction pattern – a language feature is found to decline in use over time.
- No consistent pattern – a trend with no consistent pattern observable over time.

(Chau, 2015, pp. 108-110)

By using LoCLaNT as the data to be studied, the current study is informed by pattern grammar as an approach to analyze language development over time.

### **2.3 Pattern Grammar as an Approach to Analyze Language Development**

One of the important ways to conduct a linguistic study is through the neo-Firthian view of word meaning. As highlighted in O’Keeffe et al. (2007, p. 59), “Firth (1935) argued that the meaning of a word is as much matter of how it combines with other words in actual use (i.e. its collocations) as it is of the meaning it possesses in itself”. Leon (2007, p. 1) also discussed the famous work of Firth that was written in 1957 mentioned “You shall know a word by the company it keeps” and “collocation as actual words in habitual company” are Firth’s statements that have been repeated from papers to papers. The approach of viewing language in multi-word units has inspired many researchers to analyze the formulaic multi-word sequence (see Sinclair, 1991; Nattinger & DeCarrico, 1992; Moon, 1997; Biber, Johansson, Leech, Conrad, & Finegan, 1999; Wray, 2002; Cortes, 2004). Upon studying the usages of formulaic sequence in written discourse, Erman and Warren (2000) point out that there are various types of formulaic sequence that makes up 52.3% of the discourse. Li and Schmitt (2009) highlighted that learning to write well also entails learning to use formulaic sequences appropriately. Yet there are still drawbacks in this matter. Granger (1998) reported that learners tend to overuse the formulaic sequences that they are familiar with. However, from a different perspective, Li and Schmitt (2009) addressed that the “nonnative use of formulaic sequences is less pervasive and less diverse than native form”.

Pattern grammar is one way to approach the study of language, including learner language. The concept of pattern grammar is similar to the neo-Firthian approach in which it studies chunks of words in relation to meaning making process. Hunston and Francis (2000, p. 37) define a pattern as “all the words and structures which are regularly associated with the word and which contribute to its meaning”. Hanks (2008,



p. 2) mentioned that based on the work of Palmer and Hornby et al. (1948), the grammar pattern of the verb has been identified as the pivot of the clause. As discussed in Hanks (2008), through the publication of Oxford Advanced Learner's Dictionary in 1948, Hornby states that "verb patterns are the most important" and suggests learners to give some attention studying it. This attracts the interest to examine the grammar pattern of verbs in relation to the study of SLA. The work of Hornby in 1954 is among the earliest studies that deal with an idea similar to pattern grammar. After the publication of the Oxford Advanced Learner's Dictionary, Hornby then published a paper in 1954 entitled "A Guide Patterns and Usage in English" that presents the methods employed in dealing with the pattern in the Advanced Learner's Dictionary. He listed 25 patterns of verbs that are identified based on his own intuitions as a linguist without any help from corpus. His work had inspired modern linguists to explore the area concerned with the analysis of the structure of language by using corpus data.

The study that focuses on the grammar pattern of verbs is done by Francis et al. (1996) who had produced a comprehensive list of patterns of verbs that is based on the COBUILD project. It is a descriptive grammar book in which it highlights the connection between the pattern and meaning. Hunston (2006, p. 243) who is one of the writers of the book mentioned that "this is a purely descriptive grammar of English that avoids abstract grammatical categories and that exploits the connection between phrase and meaning". In present study, these patterns are used as a starting point for a systematic analysis of verb patterns in a sub-set of LoCLaNT. The verb patterns have been used as an analytical framework to study patterns by other researchers. Charles (2006) for instance, incorporate Francis et al. (1996) as a reference to report the most frequent phraseological patterns used in citation. This study uses two corpora which are

the theses from two fields of study (social science and natural science) written by the English native speaker. The findings of this study suggested that

..... there is considerable use of reporting clauses with a *that* clause complement in reporting others' research. Although there is some evidence of disciplinary differences in grammatical subject and verb choice, the most frequently occurring pattern is common to the two corpora: an integral citation, a human subject and a present tense ARGUE verb. (Charles, 2006, p. 326)

In studying language acquisition, Ellis et al. (2013) used pattern grammar as an approach to analyze child language acquisition. The findings of the study suggest that

These initial sorties make it clear that usage is intricately structured in ways typical of complex adaptive systems – there are scale-free distributions in verb usage frequency within constructions and scale-free connectivity patterns within semantic networks. There is much latent structure to robustly scaffold development (Ellis et. al., 2013 p.21).

Language development can be recorded through the perspective of pattern grammar. Römer et al. (2014) used Francis et al. (1996) as a starting point to study advanced English learners' which comprises L1 German, L1 Czech and L1 Spanish advanced English learners' knowledge of verb-argument constructions (VACs). They reported that

.... learners whose L1 is satellite framed (and hence typologically similar to English) produce more verbs that correlate more closely with those produced by L1 English speakers than speakers whose L1 is verb-framed. Speakers of a satellite-framed language produce more verbs that express specific manners of motion in the verb generation tasks. Conversely, speakers of a verb-framed language produce specific manner of motion verbs less frequently and instead respond with more general motion verbs such as GO, COME, or MOVE. Lastly, the verb responses of all learner groups show effects of collocational transfer from the learners' first languages." (Römer et al., 2014, p. 967)

This shows that it is possible to analyze language development through pattern grammar as an approach. However, what makes the current study different from the other studies that have been conducted is that it is looking at language development over time based on a longitudinal corpus. It is a gap that has long been unaddressed. As Ellis (2001, p. 46) mentioned, “we need more-detailed longitudinal SLA corpora which will allow a proper tracking of the developmental sequences of constructions”. Römer et al. (2014, p. 968) also point out the similar suggestion by stating “Longitudinal learner corpora that consist of learner data at different proficiency levels allow us to capture learners’ language development would also be extremely valuable in this context”. Römer et al. (2014, p. 968) further their argument by citing Byrnes (2009 p. 64) who studies the emergent writing ability of L2 German learners. Byrnes (2009) stated that “developmental view has the potential of capturing the dynamic nature of language use, language development, and the language system”. It is made clear that studies on longitudinal learner corpora to capture learner language development are deeply needed to research language development. The present study contributes to this direction.

#### **2.4 Conclusion**

From the studies that have been reviewed in this chapter, it can be seen that in order to achieve a more scientific and accurate findings, the field of Second Language Acquisition and Corpus Linguistics could be combined. It is clear that the field of linguistics studies particularly second language acquisition should be studied from a new perspective. This is especially in the aspect of methodology in which researchers are not making assumptions based on their own intuition. Instead, corpora are used as the data to be studied. In the next chapter, the methods employed in this study will be discussed.

## CHAPTER 3: METHODOLOGY

### 3.1 Introduction

This chapter discusses the methodology used in the study. It provides information of the corpus used in this study which is LoCLaNT. The data analysis method is presented in the second section. It discusses the process of analyzing the corpus as well as the steps taken to answer the research questions that are raised in Chapter 1. A conclusion is provided towards the end of this chapter to sum up the methodology employed in this study.

### 3.2 Information about the Longitudinal Corpus of Languaculturer Narrative Texts (LoCLaNT)

This study considers 200 texts from LoCLaNT (Chau, 2015). It is an existing corpus which is used with the permission of the developer of the corpus. As mentioned in the previous chapter, this corpus is used because it is a longitudinal learner corpus. This suits perfectly with the aim of this study which is to examine the development of learner language over time. LoCLaNT is a longitudinal corpus that is produced by 124 students which comprises of 77 female and 47 male. The participants were 13-year-old at the beginning of the data collection process that started in May 2007. All of the participants were studying at the same school in Malaysia. They spoke Malay as their mother tongue and studied English language at school. LoCLaNT consists of four sub-corpora collected at four different points in time beginning from May 2007 (Time 1), November 2007 (Time 2), November 2008 (Time 3) and June 2009 (Time 4). The size of the corpus is 116,399 words that consist of 496 texts. The coding system that is used in the

corpus is 001-149 to indicate the number of students and the letter ‘a’, ‘b’, ‘c’ and ‘d’ to indicate the four different sessions of data collection. For the data collection procedure, a repeated picture-narrating task (see Appendix) was used in which participants were required to write an essay that is more than 100 words within an hour under examination conditions. The same task was used throughout all four data collection sessions. For this study, the text written by 50 participants from LoCLaNT which comprises 43256 words were analyzed. As mentioned in Chapter 2, LoCLaNT is an existing corpus. Some of the studies that are based on LoCLaNT have been reported in Chau (2015). He analyzes three words which are ‘that’, ‘to’ and ‘of’ with their accompanying patterns of use.

### 3.3 Data Analysis

The verbs that were analyzed in this study are the top five high frequency action verbs together with their variants (i.e., go, goes, went, going) in LoCLaNT. Table 3.1 presents the list of top 10 most frequent action verbs that can be observed in the subset of LoCLaNT.

Table 3.1 Top 10 Most Frequent Action Verbs in the Subset of LoCLaNT.

	Time 1		Time 2		Time 3		Time 4	
	Verb	Freq.	Verb	Freq.	Verb	Freq.	Verb	Freq.
1.	GO	128	GO	138	GO	132	GO	120
2.	SAVE	61	SAVE	69	SAVE	90	SAVE	115
3.	SEE	46	SEE	63	SEE	58	SEE	78
4.	SHOUT	36	FISH	54	SHOUT	53	BRING	60
5.	FISH	33	HELP	49	BRING	53	SWIM	58
6.	SWIM	32	PLUCK	47	RUN	45	FISH	49
7.	RUN	32	BRING	45	HEAR	43	SHOUT	48
8.	HELP	31	SHOUT	43	GET	41	THANK	45

9.	HEAR	30	SWIM	43	SWIM	39	HEAR	41
10.	SAY	25	HEAR	42	FISH	37	RUN	39

The verbs that are analyzed in this study are the top five action verbs at Time 1. Those verbs are GO, SAVE, SEE, SHOUT and FISH. The action verbs in Time 1 are chosen to be analyzed because it will portray the development of these verbs over time. The list of high frequency verbs is different in each data set. As can be seen in Table 3.1, the verb „GO“, „SAVE“, „SEE“ are top three most frequent verbs in all data sets. Interestingly, the fourth and fifth most frequent verbs vary over time. In Time 1, SHOUT is the fourth whereas FISH is the fifth most frequent verbs. In Time 2, the fourth and fifth most frequent verbs are taken by the verb FISH and HELP accordingly. In Time 3, the verb SHOUT is the fourth and BRING is the fifth most frequent verbs. Finally, in Time 4, the fourth and fifth most frequent verbs are taken by the verb BRING and SWIM accordingly. It can be seen that the verb SHOUT only appears in the top five list in Time 1 and Time 3. As for the verb FISH, it only appears to be in the top five actions verbs in Time 1 and Time 2. It is important to note that these lists of verbs are dependent on the genre of the texts written by the participants in LoCLaNT. As the task was to produce a narrative text guided by the series of pictures, the collection of verbs are limited to fit into the situation in the picture.

The data were analyzed using AntConc version 3.4.3, software that is designed to conduct concordance and text analysis. Based on the concordance lines, a qualitative analysis was conducted to study the patterns of verbs used by the participants.

In answering the first research question (i.e., What are the patterns of use of selected

high frequency verbs that can be observed from the learner data in the sub-set of LoCLaNT?), concordance analysis is conducted for the top five most frequent action verbs with their variants. As mentioned in Chapter 1, this study is informed by pattern grammar as proposed by Francis et al. (1996) as a starting point for the analysis. To illustrate this, these are samples of lines illustrating the instances of use of the verb GO.

(1) Last weekend, they went to the garden to take a fresh air. (001A)

They, which are Ahmad, Abu and Ali, went to a place for fishing. (004A)

They went to the river that only 1 KM from their house. (009B)

(2) Last weekend, Zauri, Halim and Izat went fishing near their houses. (003A)

On the same time my classmate, Azrif, Hafiz and Razlan go fishing at the same river. (020A)

Loqman gave them idea to go fishing at Sungai Ara. (015C)

(3) One day, they went for a fishing at the river near their house. (005A)

Her friend go into the river. (004A)

Sara and Vicky go near the river to pluck some flower. (036C)

In the samples above, concordance lines in (1) are classified as having the pattern *V to n*. In this pattern, the verb is followed by the word *to* and a noun group. Concordance lines in (2) show the pattern *V-ing* as the verb is followed by an *-ing* clause. As for the concordance lines in (3), it is classified as *V prep* in which the verb is followed by a prepositional phrase. The same steps were taken in analyzing all of the concordance lines in all data sets to answer the first research question. A pattern is considered as a pattern once it is used at least twice by two learners. This study employs the same

emergence criteria as adopted in Chau (2015). The patterns that are not listed in Francis et al. (1996) are considered as innovative pattern.

As for the second research question (i.e., To what extent does the use of verbs show changes in lexical-grammatical patterning over time?), the answers are gathered from identifying whether the same patterns remain as they are over time, or whether they might structurally expand or contract over time. In other words, the structural change is measured if there are different types of extensions observed within a pattern. This will be clarified in the example below which are taken from the instances of the pattern *V to n* for the verb GO in the subset of LoCLaNT.

(1) Aisyhah and Murni go to a pond. (002A)

Ahmad, Abu and Ali go to the river. (004A)

One day, Siti and Aminah go to a lake. (017B)

(2) One day, as they want to go to fishing at the river, they see two little girls are taking flowers at the shore of a lake. (006A)

Every weekend they go to the beautiful garden near their houses. (011A)

Som they think they want to go to the river for fishing. (018B)

(3) Siti quickly go to the nearest phone booth to call Mei Lin parent about the tragedy. (038A)

Maniam and Adila go to the shore of the lake to take the colourful flowers to smell them. (043A)

Halim and Abu go to the nearest public phone to call the ambulance. (052A)



(4) Every morning, they go to the river which is near their houses. (004A)

After a while, Ali and Abu go to fishing while Ahmad go back to his home to change his wet cloth. (006A)

Last Saturday, Azim , Lee and Raju walked at the park, went to the pond which is behind their school. (045B)

(5) They go to the lake to collect a flower. (017B)

After that, I and my friends went to the some place to search a worm.  
(030B)

Last weekend, Harry, Potter and I went to a river to fishing. (037B)

(6) Tasha looks very shy when she meets Syafiq and his friends that day, they all go to the canteen together. (013A)

Amy and Ahasha go to river together at the Air Papan. (016B)

They always go to school together as their house were nearby. (043B)

As mentioned above, all these six instances of the verb GO are classified as having the pattern *V to n*. Nevertheless, it can be observed that there are structural differences in these instances. The pattern *V to n* appears to expand with additional information included in the pattern. The instances in (1) are samples of the pattern *V to n* that are not used with any extension. It can be observed in the samples that there are various types of extensions of the pattern *V to n* as can be seen in instances (2), (3), (4), (5) and (6). The type of extension shown in (2) is *V to n + (prep)* in which the pattern is followed by a prepositional group. The type of extension shown in (3) is *V to n + (to-inf)* in which the pattern is followed by a to-infinitive group. Instances in (4) shows the pattern *V to n + (wh-)* in which the pattern is followed by a wh- clause. In (5), the instances shows the

pattern *V to n* + (*to* + verb ending with *-ed*, *-en*, *-ing* or *-s*) in which the pattern is followed by *to* and a verb ending with *-ed*, *-en*, *-ing* or *-s*. Finally, type of extension shown in (6) is *V to n* + (*adv*) in which the pattern is followed by an adverbial group. In answering the second research question, these extensions portray the lexical-grammatical growth in the learners' language production. An additional analysis is added to try to investigate whether the learners are expanding their linguistic repertoire. This incorporates the study of senses of the five verbs which are studied according to COBUILD Advanced Learner's Dictionary (8<sup>th</sup> edition). The analysis of sense aims to analyze the usage of the verbs in terms of sense and the patterns that are used to express a particular sense of the verb.

### **3.4 Conclusion**

This study aims to analyse learner language development. Hence, the methods employed in this study are specifically designed to highlight the development of learner language. In order to achieve this objective, Longitudinal Corpus of Languaculturer Narrative Texts (LoCLaNT) is used to be analyzed. This study analyzed the top five most frequent action verbs (i.e., GO, SAVE, SEE, SHOUT and FISH with its variants). It studies the patterns of use of these verbs. The analysis to be presented in the next chapter will provide the evidence for the development in terms of the usage of the selected high frequency action verbs.

## CHAPTER 4: ANALYSIS

### 4.1 Introduction

This chapter presents the analysis of this study which comprises the top five high frequency verbs with their variants in the subset of LoCLaNT. As mentioned in Chapter 3, the list of the top five high frequency verbs are taken from the wordlist in Time 1 of the subset of LoCLaNT. By doing this, the progression of the usage of the verbs can be tracked over time.

The top five verbs that are studied are GO including its variants (i.e. go, goes, going, went), SAVE including its variants (i.e. save, saves, saving, saved), SEE including its variants (i.e. see, sees, seeing, saw, seen), SHOUT including its variants (i.e. shout, shouts, shouting, shouted) and FISH including its variants (i.e. fish, fishes, fishing, fished). A total of 1972 concordance lines which contain all of the instances of the top five verbs were analyzed. It is important to note that in this study, the patterns that are highlighted in Francis et al. (1996) reflect conventional language use. On the other hand, the patterns that reflect innovative language use are those that are not highlighted in Francis et al. (1996). This study also adopts Chau (2015) developmental patterns to analyze the development of the usage of the patterns.

## 4.2 GO

The verb with the highest frequency in Time 1 is GO (i.e. go, goes, going, went). It was used 128 times in Time 1. 518 concordance lines were analyzed to investigate the use of the verb GO.

### 4.2.1 Patterns of GO in the subset of LoCLaNT

Table 4.1 Percentage of use of verb GO

Time 1			Time 2			Time 3			Time 4		
%	Freq.	Per 1000	%	Freq.	Per 1000	%	Freq.	Per 1000	%	Freq.	Per 1000
1.5	128	14.8	1.2	139	12.4	1.1	131	11.2	1.0	120	9.7

Table 4.1 present the findings of the usage of the verb GO across all four data sets. It can be seen that the percentage of use of the verb GO decreases from 1.5% in Time 1 to 1.0% in Time 4. There are seven patterns used by the participants. Those patterns are *V to n* as in (1), *V + adv* as in (2), *V -ing* as in (3), *V to-inf* as in (4), *V to -ing* as in (5), *V n* as in (6) and *V prep* as in (7).

(1) Ahmad, Abu and Ali go to the river. (004A)

Siti quickly go to the nearest phone booth to call Mei Lin parent about the tragedy. (038A)

They went to the river that only 1 KM from their house. (009B)

(2) They went there after finishing their homework together. (021A)

When they want to go anywhere, they must go together. (029A)

They went there to release their tenses after doing piles of homeworks together. (022C)

(3) They want to go fishing. (013A)

On the same time my classmate, Azrif, Hafiz and Razlan go fishing at the same river. (020A)

Loqman gave them idea to go fishing at Sungai Ara. (015C)

(4) Abu goes to inform this incident to the girl's family. (049A)

Ahmad and his friends went to see Siti's dad. (026C)

As Farael, Rowan and Steve went to find suitable place to fish. (010D)

(5) Adila was almost drowned, luckily Maniam's shout heard by the three men who wants to go to fishing. (043A)

Last Saturday, Ali, Saiful and Zainal went to fishing at a river near their houses. (004B)

Today, my friends, Syahiran, Niezam and i will going to fishing at a river not far from our house. (023C)

(6) They promised to not to go the river again. (021A)

It was a very nice day for Awie, Faiz and Lokman to go fishing together.

(008C)

Irfan and his friends, fendi and Toffia went the river together. (016C)

(7) Her friend go into the river. (004A)

Sara and Vicky go near the river to pluck some flower. (036C)

Rahim, Lan and I went for fishing at a nearby river. (026D)

Table 4.2 The usage of the patterns of GO

Pattern	Time 1		Time 2		Time 3		Time 4		Developmental Pattern
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
V to n	55	47.7	66	52.4	54	45.7	53	49.0	No consistent pattern
V + adv	25	21.8	29	23.0	19	16.1	19	17.6	No consistent pattern
V prep	5	4.3	6	4.8	13	11.0	10	9.1	3-phase pattern
V n	2	1.8	0	0	3	2.5	0	0	No consistent pattern
V to-inf	3	2.6	0	0	5	4.1	3	2.8	No consistent pattern
V -ing	14	12.2	19	15.1	15	12.7	17	15.7	No consistent pattern
V to-ing	11	9.6	6	4.8	9	7.6	6	5.5	No consistent pattern
	115	100	126	100	118	100	108	100	

Table 4.2 highlights the usage of patterns of GO over time. It can be seen that six of the patterns (*V to n*, *V + adv*, *V n*, *V to-inf*, *V -ing* and *V to-ing*) have no consistent developmental pattern whereas only *V prep* has 3-phase pattern. The development of usage of these patterns as can be seen in the table is unpredictable and nonlinear.

The types of patterns used to express the verb GO decrease in time. Table 4.3 shows the number of patterns used across all four data sets. The number of patterns decreases from seven patterns in Time 1 to six patterns in Time 4. The pattern *V n* is only used in Time 1 and Time 3. *V to-inf* was not used in Time 2.

Table 4.3 The number of patterns of GO used by the participants.

	Time 1	Time 2	Time 3	Time 4
Types of patterns	<i>V to n</i>	<i>V to n</i>	<i>V to n</i>	<i>V to n</i>
	<i>V + adv</i>	<i>V + adv</i>	<i>V + adv</i>	<i>V + adv</i>
	<i>V prep</i>	<i>V prep</i>	<i>V prep</i>	<i>V prep</i>
	<i>V n</i>	<i>V -ing</i>	<i>V n</i>	<i>V -ing</i>
	<i>V -ing</i>	<i>V to -ing</i>	<i>V -ing</i>	<i>V to-inf</i>
	<i>V to-inf</i>		<i>V to-inf</i>	<i>V to -ing</i>
	<i>V to -ing</i>		<i>V to -ing</i>	

It can be seen in Table 4.2 that the pattern *V n* and *V to-inf* were not used in Time 2. In Time 4, the pattern that is missing is *V n*. From these seven patterns, *V n* and *V to -ing* are the patterns that reflect innovative language use. The pattern *V n* was used in

Time 1 and Time 3 in the subset of LoCLaNT. On the other hand, the pattern *V to -ing* was used in all four data sets. The rest of the patterns are conventional. In other words, it follows the conventional pattern as used by the native speaker. Refer to Table 4.4 for the patterns of GO in Francis et al. (1996).

Table 4.4 Patterns of GO in Francis et al. (1996, pp. 3, 6, 8, 11, 72, 81, 82, 94, 96, 101, 114, 117, 118, 119, 123, 126, 127, 131, 132, 134, 136, 152, 156, 180, 183, 184, 200, 206, 208, 210, 228, 233, 234, 239, 240, 248, 253, 450, 451, 460, 560, 589, 608)

	No.	Pattern	Examples	Meaning Group
Chapter 1: Simple Patterns	1.	V	' <u>Go away!</u> ' Erin shouted.	The 'leave' group These verbs are concerned with leaving a place, position, or situation.
	2.	V	You will need some tables which are <u>going</u> to accommodate the guests.	The 'matter' group These verbs indicate that someone or something has a particular quality or is in a particular state
	3.	V	The green light <u>went out</u> .	The 'start' and 'break' group These verbs indicate that something such as a machine, object, or organization starts to function, or ceases to function or exist.
	4.	V	Well, when the alarm <u>went off</u> , everyone ran for the door.	The 'ring' group These verbs indicate that something makes a sound.



5.	V amount	Bud said he <u>went a hundred yards</u> , hide his truck off the road in the bushes, and head for where the action was.	The `walk' group These verbs are concerned with moving or travelling. The amount indicates the distance travelled. This is a productive use: most verbs which involve moving or travelling can be used with this pattern.
6.	V -ing	When I <u>went around asking people how they felt about America</u> , I was a little apprehensive about the answers.	The `start' and 'stop' group These verbs are concerned with starting, stopping, continuing, or doing an action.
7.	V -ing	The next afternoon Amy <u>went riding with Gerald</u> .	The `go riding' group These verbs are concerned with taking part in an activity, often shopping or a leisure activity.
8.	V to-inf	Audiences <u>went to see The Beatles in their screen appearances</u> .	The `flock' group These verbs are concerned with going somewhere in order to do something.
9.	V inf	What I did was reach for my bathrobe and <u>go open my front door</u> .	The `come' and `go' group These verbs indicate that the action indicated by the second verb is done.
10.	V that	The story <u>goes that</u>	The `go' group

	<u>the dish was invented by Kaiser Franz-Joseph's cook</u> , who had promised to make his master something delicious to tempt his jaded appetite.	These verbs are used when you are quoting something.
11. V with quote	As the saying <u>goes</u> , “ <u>A bad beginning makes a bad ending</u> ”.	The ‘say’ group These verbs are concerned with speaking, writing, and other forms of communication. They indicate what kind of function the speech or writing is performing.
12. V with quote	‘ <u>You can't kill the spirit, she is like a mountain,</u> ’ <u>went the Greenham women's chant</u> .	The ‘go’ group These verbs are used when quoting a piece of writing or something such as a song or poem.
13. V to n with quote	‘ <u>Your cat isn't very friendly,</u> ’ a woman <u>went to Reggie</u> .	The verb is used with a quote clause and is followed by a prepositional phrase beginning with to. The phrasal verb pattern is V P to n with quote.
14. V with sound	<u>Grrrr went the dog</u> .	The verb is used with a word or group of letters representing a sound, which is not usually written in inverted

			commas.	
Chapter 2: Simple Patterns with Prepositions and Adverbs	15.	V and v	They could <u>go on and win the trophy.</u> I'll <u>go and see him.</u>	Verbs with this structure have a variety of meanings.
	16.	V prep/adv, V adv/prep	She didn't want to <u>go home.</u>	The 'go' group These are general verbs concerned with moving, going, or arriving somewhere.
	17.	V prep/adv, V adv/prep	They <u>went over the low fence</u> , shouting encouragement to each other.	The 'wander' group These verbs are concerned with movement or arrival of a more specific kind.
	18.	V prep/adv, V adv/prep	She was a beautiful woman, with long blonde hair that <u>goes down her back.</u>	The 'face' group These verbs indicate the shape of something, or where it is in relation to something else.
	19.	V prep/adv, V adv/prep	The World Health Organization <u>went even further during its 1988 session held in Geneva</u> , urging the testing of all children.	The 'lurch' group These verbs are concerned with progressing or coming to be in a different state.
	20.	V prep/adv, V adv/prep	Much of the working mother's hard-earned salary <u>goes on expensive toys and treats.</u>	Verbs with other meanings There are a few other verbs which have this pattern.
	21.	V adv	I hope your	The 'do well' group

		examination <u>goes</u> <u>well</u> .	These verbs are used with adverbs such as well and badly. Most of them are concerned with success or failure.
22.	V after n	It gives you the credibility you'll need if you want to <u>go after a managerial position elsewhere</u> .	The `go' group These verbs are concerned with trying to get something or someone.
23.	V against n	The policy seems to offer several aspects that <u>go against the constitution</u> .	The `offend' group These verbs are concerned with breaking something such as a rule or convention.
24.	V for n	The other big question is whether to <u>go for a fixed rate mortgage</u> .	The `opt' group These verbs are concerned with choosing.
25.	V for n (V for amount)	Fresh-picked morel mushrooms can <u>go for up to 25 dollars a pound</u> .	The `sell' group These verbs are used when indicating the price that is paid for something. The noun group following the preposition for is always an amount.
26.	V for n	Come on, Frank, let's <u>go for a walk</u> .	Verbs with other meanings
27.	V in n	He saw a man <u>going in the dark</u> .	The `lie' group These verbs are concerned with being in or entering a thing, group,

			or situation, either physically or metaphorically.
28.	<i>V into n</i>	I'd like to <u>go into management</u> .	The 'enter' group These verbs indicate that someone becomes involved in something.
29.	<i>V into n</i>	More than 300 guests <u>went into the ornate gothic rooms for a sit-down dinner</u> .	The 'infiltrate' group These verbs indicate that someone or something enters a place, group, or thing, physically or metaphorically.
30.	<i>V like n</i>	The story <u>goes like this</u> .	Verbs with other meanings
31.	<i>V on n</i>	He frequently <u>goes on television</u> , and wrote regular columns in newspapers on every subject from clothing fashions to the afterlife.	The 'appear' group These verbs indicate that someone takes part in a television or radio programme, or in a film.
32.	<i>V out of n</i>	Big computers are <u>going out of fashion</u> .	The 'fall' group These verbs indicate that someone or something stops being in a particular state.
33.	<i>V out of n</i>	He <u>went out of his room at nine this morning</u> .	Verbs with this structure all indicate that someone or something comes out of or leaves a place or

			thing.
	34. V through n	Life was unbelievably hard. 'I wouldn't <u>go through that again</u> ,' says Gill with feeling. 'I honestly didn't realise how rough it would be.'	The 'live' group These verbs are concerned with experiencing something or coping with something in a particular way.
	35. V through n	I've been <u>going through this handbook</u> , but it doesn't mention anything that fits the description.	The 'look' group These verbs are concerned with reading or searching, usually in a careful or casual way, which involves looking at a lot of items.
	36. V to n	At the end of the lease, the properties <u>goes to Community Housing</u> , which can sell them on the open market.	The 'come' group These verbs indicate that something comes to someone or someone gets something.
	37. V to n	During the school holiday, they <u>went to London</u> .	The 'move' group These verbs are concerned with going to or reaching a place.
Chapter 5: Link Verbs	38. V-LINK	He is <u>going to be the next President</u> .	The 'be' group These verbs indicate that a person or thing is something, or has a particular quality. The verb be is by far the most

				frequent of these.
	39.	V-LINK	We are <u>going to be rich</u> .	The `become' group These verbs indicate that a person or thing becomes something, or comes to have a particular quality.
Chapter 6: Reciprocal Verbs	40.	Pattern combination	All natural colors <u>go together</u> .	The `tally' and `clash' group These verbs indicate that two or more things are similar or compatible, or are not similar or compatible.
Chapter 9: Verb Patterns with it	41.	General <i>it</i> as object (V prep it)	If anyone can do this range of distances, Morceli can. He should <u>go for it while he's at the right age</u> .	Verbs with this pattern have a variety of meanings.
Chapter 12: Combinations of Patterns	42.	V -ing; V to- inf	I am <u>going to work next week</u> . I work to support my family.	
	43.	V <i>that</i> ; V with quote	The story <u>goes that he succeeded in being a rich man</u> . As the saying <u>goes, "no pain, no gain"</u> .	

As mentioned above, the pattern *V n* and *V to -ing* that is not presented in Francis et al. (1996) highlight the innovation made by the learners. A consistent presence of the

innovative pattern portrays that the learners uses their own linguistic system to express the verb GO.

#### 4.2.2 Extensions of the patterns of GO in the subset of LoCLaNT

There are two patterns of GO that are used with extensions. Those patterns are *V to n* (refer to Figure 4.1 and Table 4.5 for the analysis), and *V prep* (refer to Figure 4.2 and Table 4.6 for the analysis).

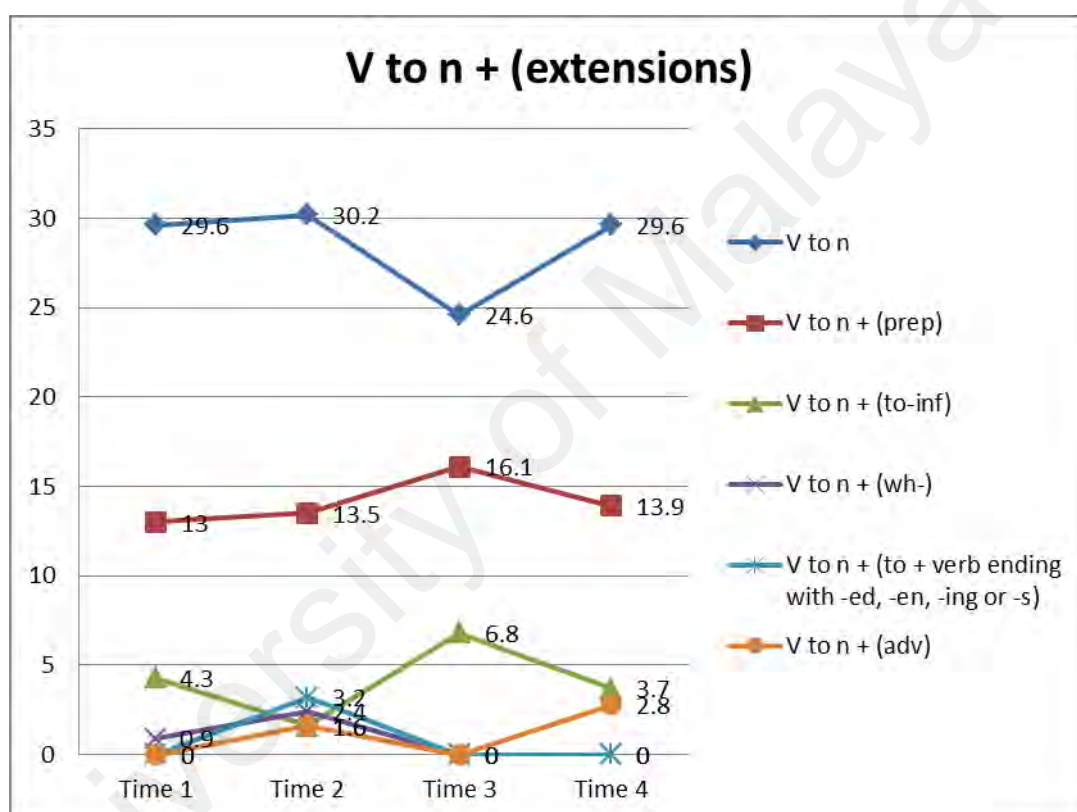


Figure 4.1 The pattern *V to n* in the verb GO with its extensions

Table 4.5 The pattern *V to n* in the verb GO with its extensions

No.	Examples	Data Set / Percentage			
		Time 1	Time 2	Time 3	Time 4
1.	<i>V to n</i> <i>go to a pond</i> <i>go to the river</i> <i>go to my sister</i>	34 29.6	38 30.2	29 24.6	32 29.6



2.	V to n + (prep)	go to the river near their house. go to the beautiful garden near their houses go to school by bus	15 13.0	17 13.5	19 16.1	15 13.9
3.	V to n + (to-inf)	go to the nearest phone booth to call Mei Lin parent about the tragedy  go to the shore of the lake to take the colourful flowers to smell them  go to the nearest public phone to call the ambulance	5 4.3	2 1.6	8 6.8	4 3.7
4.	V to n + (wh-)	go to the river which is near their houses  went to Indah Lake Park which is just a stone throw away from their neighbourhood.  went to the pond which is behind their school.	1 0.9	3 2.4	-	-
5.	V to n + (to + verb)	go to the lake to collects a flower	-	4 3.2	-	-

	ending with -ed, -en, -ing or -s)	went to the some place to searched a worm  went to the pool to fishing together					
6.	V to n + (adv)	went to the river that only 1 KM from their house  go to school together as their house were near by	-	2	1.6	-	3 2.8

It can be observed in the table above that there are five extensions used by the learners. In those extensions, the verb GO is followed by preposition group as in *V to n + (prep)* (e.g., go to a pond), *to-* infinitive clause as in *V to n + (to-inf)* (e.g., go to the nearest phone booth to call Mei Lin parent about the tragedy), *wh-* clause as in *V to n + (wh-)* (e.g., go to the river which is near their houses), *to* followed by the verb ending with *-ed, -en, -ing* or *-s* as in *V to n + (to + verb ending with -ed, -en, -ing or -s)* (e.g., go to the lake to collects a flower) and adverb group as in *V to n + (adv)* (e.g., go to school together as their house were near by).

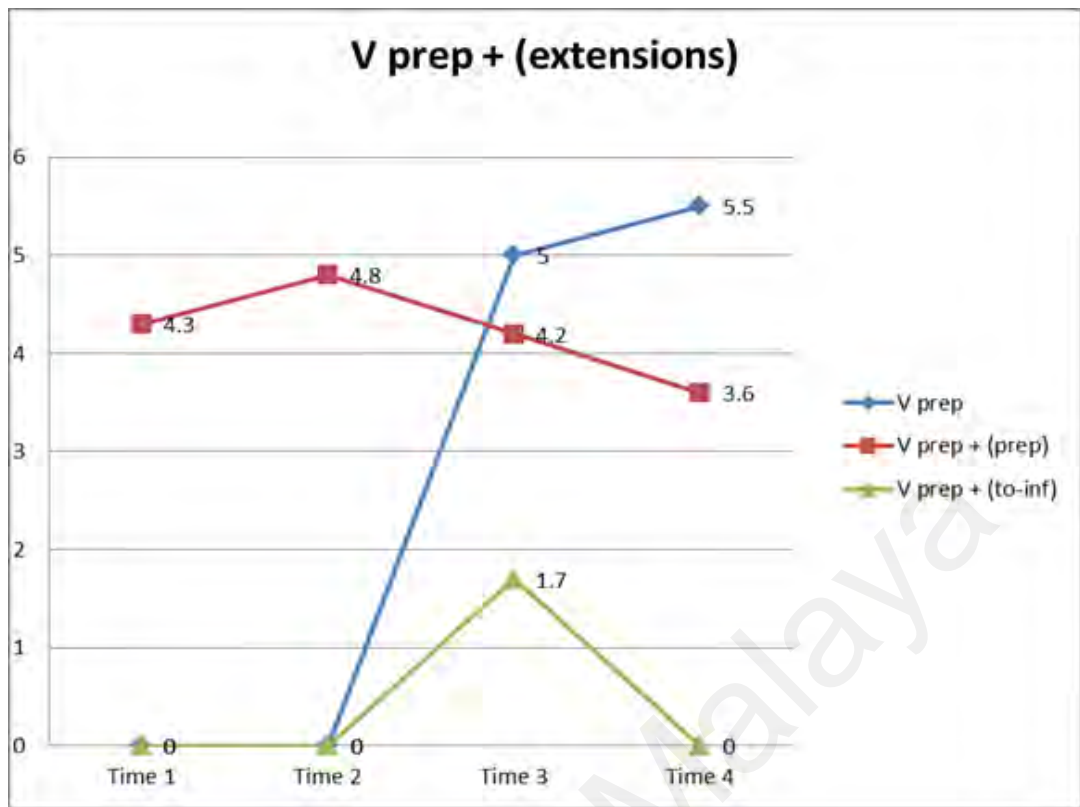


Figure 4.2 The pattern *V prep* in the verb GO with its extensions

Table 4.6 The pattern *V prep* in the verb GO with its extensions

No.	Examples	Data Set / Percentage							
		Time 1		Time 2		Time 3		Time 4	
1.	<i>V prep</i> <i>go</i> at the river <i>go</i> out for works <i>went</i> for fishing	-	-	6	5.1	6	5.5		
2.	<i>V prep + (prep)</i> <i>went</i> for a fishing at the river near their house  <i>went</i> for fishing at the lake near their house  <i>went</i> for a walk at the	5	4.3	6	4.8	5	4.2	4	3.6

		lake near their neighbourhood				
3.	V prep + (to-inf)	go into the lake to save the girl	-	-	2	1.7
		go near the river to pluck some flower				

Table 4.6 shows that there are two extensions used by the learners. The verb GO is followed by preposition group as in *V prep + (prep)* (e.g., went for a fishing at the river near their house) and *to-* infinitive clause as in *V prep + (to-inf)* (e.g., go into the lake to save the girl).

The following section presents the analysis of the use of the verb GO based on sense.

#### 4.2.3 Sense of GO in the subset of LoCLaNT

The verb GO was used in five different senses according to the Collins COBUILD Advanced Learner's Dictionary 8<sup>th</sup> ed. (2014). It can be observed that in Sense 1, there are five patterns that were used, four patterns in Sense 2, seven patterns in Sense 3, four patterns in Sense 4 and only one pattern in Sense 5. Findings on the analysis of the sense of the verb GO are presented in Table 4.7.

Table 4.7 Patterns of GO in the subset of LoCLaNT based on the sense.

Sense	Pattern	Examples	Data set							
			Time 1		Time 2		Time 3		Time 4	
			Freq.	%	Freq.	%	Freq.	%	Freq.	%
1. <b>Going as moving or travelling somewhere.</b>	V to n	Aisyhah and Murni <u>go to a pond.</u> (002A)  Every morning, they <u>go to the river which is near their houses.</u> (004A)  Every weekend they <u>go to the beautiful garden near their houses.</u> (011A)	38	33.0	44	34.9	34	28.8	35	32.4
	V + adv	Zarul asked the two girls to <u>go home.</u> (003A)  She screamed to <u>went there again.</u> (035A)  They <u>went there by car.</u>	14	12.2	14	11.1	13	11.0	10	9.3

	(043A)						
V prep	Her friend <u>go</u> <u>into the river.</u> (004A)  They <u>go</u> at <u>the accident</u> <u>place.</u> (014A)  We walk went to <u>go</u> at the <u>river.</u> (044C)	2 1.7	-	3 2.5	1 0.9		
V n	They promised to not to <u>go the</u> <u>river again.</u> (021A)  Irfan and his friends, fendi and Toffia <u>went the river</u> <u>together.</u> (016C)  Sarah didn't want to <u>go the</u> <u>lake ever</u> <u>again.</u> (022C)	1 0.9	-	2 1.7	-		
V to-inf	We walk went to <u>go</u> at the <u>river.</u> (044C)	-	-	3 2.5	-		

		<p>Her parents quickly <u>went to go the hospital by van.</u> (044C)</p> <p>Her parents were being and told by Jaya that Nana was drowning and <u>went to go the hospital.</u> (044C)</p>				
2.	V to n	<p>The next day, they <u>went back to Johor.</u> (026B)</p> <p>After 2 hours, Ali, Amir and me wanted <u>went to home.</u> (032D)</p> <p>After a few day in the hospital, she can <u>go back to home.</u> (052D)</p>	-	1 0.8	-	2 1.8
<b>Going as leaving the place where you are.</b>						

V + adv	Linda and Amira's parents <u>go back</u> . (024A)  When they want to <u>go anywhere</u> , they must <u>go together</u> . (029A)  Fareez and his friends back to <u>go home with a smile because they success to safe a girl</u> . (024B)	10	8.7	13	10.3	4	3.4	7	6.5
V prep	There was <u>going by walked along the river with discussed how to getted many fish</u> . (027C)  Me and my brother will walking around the village while	-	-	-	-	2	1.7	2	1.8



		father <u>go out</u> <u>for works.</u> (051C)								
	V n	Ahmad and his friends, not fishing, but they <u>went</u> <u>home</u> <u>together.</u> (035A)	1	0.9	-		-		-	
3.	V to n	I and my friends decided <u>go to</u> <u>the fishing at</u> <u>the river.</u> (030A)  The boys are <u>going to</u> <u>fishing at the</u> <u>river.</u> (044A)  Samad, Halim and Abu <u>go to</u> <u>the river for</u> <u>fishing.</u> (052A)	5	4.3	14	11.1	7	5.9	5	4.6
	V + adv	Amy has needed helping her friend, Fazli, Izahar and Din <u>went out</u>	-		2	1.6	-		2	1.8

	<p><u>fishing at the river.</u> (016B)</p> <p>Last holiday, I and my friends decided to <u>went a fishing at a river.</u> (030B)</p> <p>After two hours we <u>went a fishing,</u> we decided to back home for lunch. (030B)</p>								
V -ing	<p>They want to <u>go fishing.</u> (013A)</p> <p>On the same time my classmate, Azrif, Hafiz and Razlan <u>go fishing at the same river.</u> (020A)</p> <p>Loqman gave them idea to</p>	14	12.2	19	15.1	15	12.7	17	15.7

	<u>go fishing at</u> <u>Sungai Ara.</u> (015C)								
V to -ing	Then, we put the things in the bag and <u>went to</u> <u>fishing.</u> (037A)	11	9.6	6	4.8	9	7.6	6	5.5
	Last week, my friends, Ali Abu and I <u>went to</u> <u>fishing at a</u> <u>river.</u> (023B)								
	One day, Zul, Ghandi and Chua are <u>going to</u> <u>fishing.</u> (033C)								
V prep	One day, they <u>went for a</u> <u>fishing at the</u> <u>river near</u> <u>their house.</u> (005A)	2	1.7	5	4.0	6	5.1	6	5.5
	Ali, Ramli and Rahman <u>went for</u>								

		<u>fishing at the lake near their house.</u> (009A)								
		They <u>went for a fishing on holiday.</u> (005B)								
	V to-inf	Raju, Hafiz and I <u>went to go fishing at a river.</u> (046C)	-	-	1	0.8	-			
	V n	It was a very nice day for Awie, Faiz and Lokman to <u>go fishing together.</u> (008C)	-	-	1	0.8	-			
4.	V to n	Ahmad <u>go back to his home to change his wet cloth.</u> (006A)	12	10.4	5	4.0	12	10.2	10	9.3
		When you go to do something, you move to a place in order to do it and you do it. You can also go and do something, and in American English, you								
		Last weekand, family and I <u>go back to the village to visited my grandparents.</u>								

	<p><b>can go do something.</b></p> <p><b>However, you always say that someone went and did something.</b></p>	(017A)								
		<p>Siti quickly <u>go to the nearest phone booth to call Mei Lin parent about the tragedy.</u></p> <p>(038A)</p>								
	V + adv	<p>They <u>go there to collected flowers near the lake.</u></p> <p>(017A)</p> <p>The drowned girl does not hurt and we ask her to <u>go home.</u> (003C)</p> <p>Chandra decided to jump into the river, while Budiman <u>go around to search for a rope.</u> (038C)</p>	1	0.9	-	2	1.7	-		
	V prep	<p>Sarah and Siti <u>went for a walk at the lake near their</u></p>	1	0.9	1	0.8	2	1.7	1	0.9

	<u>neighbourhood.</u> <u>d. (022A)</u>  Sarah and Kumala <u>go</u> <u>for a walk at a</u> <u>river side.</u> (013B)  Zul <u>go into</u> <u>the lake to</u> <u>save the girl.</u> (033C)								
V to-inf	we don't want to <u>go to</u> <u>collect</u> <u>flowers at the</u> <u>river again to</u> <u>avoid the</u> <u>same incident</u> <u>will repeat.</u> (008A)  One of them <u>go to safe</u> <u>Sarah. (040A)</u>  Abu <u>goes to</u> <u>inform this</u> <u>incident to the</u> <u>girl's family.</u> (049A)	3	2.6	-	1	0.8	3	2.8	

5.	V to n	Ajim, Syaziq, Syaz, Sarah and Kumala <u>go to recess</u> <u>together.</u> (013B)	-	2	1.6	1	0.8	1	0.9	
		They always <u>go to school</u> <u>together as</u> <u>their house</u> <u>were near by.</u> (043B)								
		They usually <u>go to school</u> <u>by bus.</u> (031C)								
Total			115	100	126	100	118	100	108	100

Findings from the analysis on the senses of the verb GO suggest that the learners were using the verb GO to express different senses in time. In Time 1, the verb GO is used in four senses and in Time 4, five senses can be identified. This suggests that the learners expand their meaning making resources (see Chau, 2015). In other words, they are not just using the same word to portray the same sense. In fact, more senses of the verb GO are shown by the learners.

Interesting findings can be observed based on the analysis of the patterns, extensions and senses of the verb GO. The verb GO is used with seven patterns (i.e., *V to n*, *V +*

*adv*, *V prep*, *V n*, *V -ing*, *V to-inf* and *V to -ing*). A closer analysis was conducted which analyses the extensions used with these patterns. Two patterns were used with extension (i.e., *V to n* and *V prep*). The analysis of senses shows that the verb GO was used in five senses across all the data sets.

The analysis continues with the analysis of the verb SAVE which is the second most frequent verb in the subset of LoCLaNT.

### 4.3 SAVE

The second most frequent verb that is used in Time 1 of the subset of LoCLaNT is SAVE (i.e., save, saves, saving, saved). It was used 50 times in Time 1. In order to study the usage of the verb SAVE, a total of 336 concordance lines was analyzed.

#### 4.3.1 Patterns of SAVE in the subset of LoCLaNT

Table 4.8 Percentage of use of verb SAVE

Time 1			Time 2			Time 3			Time 4		
%	Freq.	Per	%	Freq.	Per	%	Freq.	Per	%	Freq.	Per
0.6	50	5.8	0.5	55	4.9	0.7	80	6.9	0.9	106	8.6

An increase in terms of the usages of the verb SAVE (as shown in Table 4.8) can be seen across all the data sets. The verb SAVE is used in two patterns. The patterns of SAVE used by the participants is *V n* as in (8) and *V n from* as in (9).



- (1) Ahmad quickly jump into the river to save the girl's life. (006A)  
 Abu heard it and quickly jumped into the river to save Nina. (031A)  
 Kamal jump into the lake to saved the girl who was drowning in the lake.  
 (033A)
- (2) Ahmad ran as fast as he could and saved the girl from drowned. (039A)  
 Sarah thanks to the boys because saving Kumala from drowning. (013B)  
 Din jumped into the river and saved the girl from drowning. (003C)

Table 4.9 The usage of the patterns of SAVE

Pattern	Time 1		Time 2		Time 3		Time 4		Developmental Pattern
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
V n	38	92.7	41	85.4	62	91.2	83	92.2	No consistent pattern
V n <i>from</i>	3	7.3	7	14.6	6	8.8	6	6.7	3-phase pattern
	41	100	48	100	68	100	90	100	

Table 4.9 shows that the pattern *V n* has no consistent developmental pattern whereas *V n from* has a 3-phase developmental pattern. Both patterns of SAVE in this study reflect conventional language use. Refer to Table 4.10 for the patterns of SAVE in Francis et al. (1996).

Table 4.10 Patterns of SAVE in Francis et al. (1996, pp. 12, 22, 25, 31, 39, 43, 44, 85, 182, 225, 276, 287, 335, 379, 409, 578, 588, 598)

	No.	Pattern	Examples	Meaning Group
Chapter 1: Simple	1.	V	Rupert Welch <u>saved</u> twice for	Verbs with other meanings

Patterns	Southgate.	Verbs where something else involved in the action does not need to have been mentioned or indicated already.
2. V n	If persons encounter a dangerous situation, <u>save them out</u> .	The 'protect' group These verbs are concerned with doing something concrete to help or protect someone or something.
3. V n	I decided I would <u>save some money</u> .	The 'buy' group These verbs are concerned with changes in ownership or possession. This includes:  commercial transactions e.g. buy, sell, spend voluntarily exchanging goods e.g. accept, offer, share temporarily transferring possession e.g. check (luggage) losing and keeping e.g. find, keep, lose

			selecting one item from a range e.g. choose, draw being able to buy something e.g. (can) afford, (cannot) run to
4.	V n	If you could get the electricity turned on tomorrow somehow, would that <u>save the situation</u> ?	The 'beat an illness' group These verbs are concerned with improving a bad situation, solving a problem, or surviving an unpleasant situation.
5.	V n	They decided to car pool to <u>save money</u> .	Verbs with other meanings These verbs are concerned with a wide range of other abstract actions. The Object is the focus or target of the action, but it is not directly affected by the action.
6.	V n	I took the Tube from Heathrow to <u>save time</u> .	The 'do' and 'take' group These verbs and Objects are not separable and it is not possible to

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replace the Objects by pronouns. For example, it does not make sense to say 'they wanted a verdict so we returned it', or 'he offered me a sip and I took it'. This means that the clause does not focus attention on what is done to the Object but on what the Subject does, or on something that happens to the Subject. The verb and the Object together describe an action by the Subject.

7.	V n	He swam across the river to <u>save</u> <u>himself</u> .	The 'turn a corner' group The verbs and Objects in this group are not completely separable. The Objects can be replaced by pronouns, but as with the verbs in the preceding group the clause
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			does not focus attention on what is done to the Object but on what the Subject does. For example, it does not make sense to ask 'What did the baby cut?' or 'What did the baby do to the tooth?' but only 'What did the baby do?' or 'Did the baby cut a tooth?'	
	8.	V -ing	My brother had suggested that I take the bus because it would <u>save having to find a place to park in Manhattan.</u>	The 'involve' group These verbs are concerned with a logical relation between two actions, events, or states. One is indicated by the Subject and one is indicated by the '-ing' clause.
Chapter 2: Simple Patterns with Prepositions and Adverbs	9.	V for n	It took me 15 years to <u>save up for my bike</u> and now I am a happy man.	The 'pay' group These verbs are concerned with paying for something.
	10.	V on n	I shall have to <u>save on clothes, food and other necessities</u> that I've worked for all my	The 'economize' group These verbs are concerned with spending less on

			life.	something or using less of it.
Chapter 3: Complex Patterns	11.	V n n	Our son would gladly wear a sweatshirt round the clock if it <u>saved him the bother of getting washed and dressed for school.</u>	The `cost' and `save' group These verbs are concerned with disadvantaging someone in some way, or benefiting them in some way. The noun group following the verb indicates the person or people involved.
	12.	V n -ing	They signed an agreement with the National Trust which <u>saved the land being used for a bridge.</u>	The `stop' group These verbs are concerned with stopping someone doing something, or preventing something happening.
Chapter 4: Complex Patterns with Prepositions and Adverbs	13.	V way prep/ adv	She possessed a powerful forehand and a disconcerting ability to <u>save her way out of crises.</u>	The `borrow' group These verbs, when used with way, are concerned with achieving something by means of a legitimate activity. This includes: doing something to achieve success in sports and arts e.g. bat, paint

			doing something to achieve success in business, in money matters, or in a career e.g. borrow, spend
	14.	V n from n	Fire-fighting ships are still trying to <u>save a Norwegian supertanker from sinking off the coast of Texas.</u>
			The 'rescue' group These verbs are concerned with freeing or rescuing someone from danger or difficulty.
	15.	V n on n	She <u>saves part of the cash on furnishing her flat.</u>
			The 'spend' group These verbs are concerned with spending, saving, and wasting time, money, or resources.
Chapter 12: Combinations of Patterns	16.	V; V n	To our great relief, she <u>saved</u> . He offered to help me, and he <u>saved me</u> .
			Many verbs that have the pattern V and V n are ergative verbs
	17.	V -ing; V n-ing	He had to wear the helmet to <u>save being injured if there is any accident.</u> He must take the safety precaution to <u>save him getting any injury.</u>
	18.	V n on n; V on n	The couple had <u>saved some money on a special</u>

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vacation.

You will have to

save on your daily

expenditure.

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As can be seen in the table above, both patterns that were used by the participants in LoCLaNT are presented in Francis et al. (1996) as can be seen in the table above.

#### 4.3.2 Extensions of the patterns of SAVE in the subset of LoCLaNT

*V n* is the only one pattern of SAVE which are used with extensions. Figure 4.3 and Table 4.11 presents the analysis of the extensions.

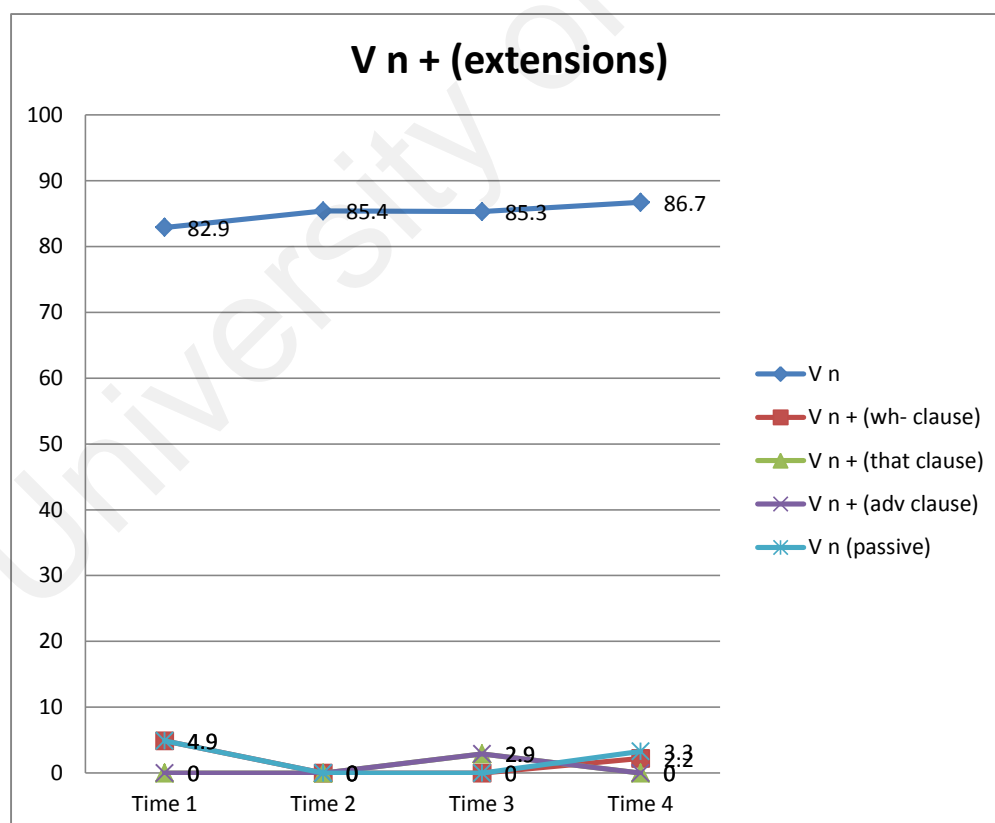


Figure 4.3 The pattern *V n* in the verb SAVE with its extensions



Table 4.11 The pattern *V n* in the verb SAVE with its extensions

No.	Examples	Data Set / Percentage			
		Time 1	Time 2	Time 3	Time 4
1.	<p><i>V n</i>     <i>save her friend</i></p> <p><i>save her life</i></p> <p><i>saving my beloved sister's life</i></p>	34 82.9	41 85.4	58 85.3	78 86.7
2.	<p><i>V n + (wh-clause)</i>     <i>saved a girl who fell into the lake</i></p> <p><i>saved the girl who was drowning in the lake</i></p>	2 4.9	-	-	2 2.2
3.	<p><i>V n + (that clause)</i>     <i>save a person that is drowning in a river</i></p> <p><i>save a person that is drowning in a river</i></p>	-	-	2 2.9	-
4.	<p><i>V n + (adv group)</i>     <i>save people again</i></p> <p><i>save her quickly</i></p>	-	-	2 2.9	-
5.	<p><i>V n (passive)</i>     <i>saved by the brave boy</i></p> <p><i>saved by Samad</i></p>	2 4.9	-	-	3 3.3

The pattern *V n* in this case is extended in four types which are *V n + (wh- clause)* (e.g., saved a girl who fell into the lake), *V n + (that clause)* (e.g., save a person that is drowning in a river), *V n + (adv group)* (e.g., save people again) and *V n (passive)* (e.g., saved by the brave boy).

The following section presents the analysis of the use of the verb SAVE based on sense.

#### 4.3.3 Sense of SAVE in the subset of LoCLaNT

All of the instances of the verb SAVE is used in the same sense according to the Collins COBUILD Advanced Learner's Dictionary 8<sup>th</sup> ed. (2014). Findings on the sense of the verb SAVE is presented in Table 4.12.

Table 4.12 Patterns of SAVE in the subset of LoCLaNT based on the sense.

Sense	Pattern	Examples	Data set			
			Time 1 Freq. %	Time 2 Freq. %	Time 3 Freq. %	Time 4 Freq. %
1.	<i>V n</i>	The girl thanked to them because <u>save her life</u> . (005A)	38 92.7	41 85.4	62 91.2	83 92.2
<b>Saving as helping someone or something</b>		Abu heard it and				

<b>to avoid harm or to escape from a dangerous or unpleasant situation.</b>	quickly jumped into the river to <u>save</u> Nina. (031A)								
	Siti was <u>saved</u> by <u>the brave boy</u> . (022A)								
	V n Aina and Siu Lin <i>from</i> say thank you for three boy because they <u>save</u> Aina <u>from</u> drowned. (034A)	3	7.3	7	14.6	6	8.8	6	6.7
	Ahmad ran as fast as he could and <u>saved</u> the girl <u>from</u> drowned. (039A)								
	Sarah thanks to the boys because <u>saving</u> Kumala <u>from</u> drowning. (013B)								
	Total	41	100	48	100	68	100	90	100

As can be seen in the table above, only one sense of the verb SAVE is used by the learners in all four data sets.

The analysis of the verb SAVE have shown that it is used in two patterns (i.e., *V n* and *V n from*). In these two patterns, *V n* is the only pattern that has extensions. It is used with four types of extensions which are *V n + (wh- clause)*, *V n + (that clause)*, *V n + (adv group)* and *V n (passive)*. The analysis of the verb SAVE based on sense has shown that it is used only in one sense over time.

The analysis continues with the analysis of the verb SEE which is the third most frequent verb in the subset of LoCLaNT.

#### 4.4 SEE

The verb SEE (i.e., see, saw, seen, sees, seeing) was used 46 times in Time 1 making it the third most frequent verb. 247 concordance lines were studied to identify the usages of the verb SEE.

##### 4.4.1 Patterns of SEE in the subset of LoCLaNT

Table 4.13 Percentage of use of verb SEE

Time 1			Time 2			Time 3			Time 4		
%	Freq.	Per 1000	%	Freq.	Per 1000	%	Freq.	Per 1000	%	Freq.	Per 1000
0.5	46	5.3	0.6	63	5.6	0.5	58	5.0	0.6	78	6.3

The percentage of usage of the verb SEE (as shown in Table 4.13) fluctuates from Time 1 to Time 4. It is observed that the verb SEE is used in three different patterns. Those patterns are *V n* as in (10), *V wh-* as in (11) and *V that* as in (12).

- (1) Whenever they see beautiful flowers, they will pick them. (022A)  
 Siti's parent brought her to the clinic to see the doctor. (046A)  
 Siti's dad wanted to see Ahmad and his gang. (026C)
- (2) Ali, Ramli and Rahman saw what happened. (009A)  
 I heard the screamed and quickly ran to see what is going on. (046A)  
 They quickly went hear the sound to see what had happened. (004B)
- (3) Alim was very shocked to see Amelia was drowning. (011A)  
 Nazim, Khairul and Iman were so surprised to see that the girls were actually a twin. (008B)  
 They were shocked to see that Laila was drowned in the river. (038D)

Table 4.14 The usage of the patterns of SEE

Pattern	Time 1		Time 2		Time 3		Time 4		Developmental Pattern
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
V n	15	37.5	18	31.6	17	35.4	23	33.3	No consistent pattern
V that	23	57.5	35	61.4	31	64.6	46	66.6	Expansion pattern
V wh-	2	5.0	4	7.0	0	0	0	0	3-phase pattern
	40	100	57	100	48	100	69	100	

The patterns of SEE as can be seen in Table 4.14 suggest rather interesting findings. All the three patterns show different developmental patterns. *V n* has no consistent pattern, *V that* has an expansion pattern and *V wh-* has a 3-phase pattern. This shows that the development of the patterns of SEE varies in time.

All of these patterns reflect conventional language use. Table 4.15 presents the patterns of SEE in Francis et al. (1996).

Table 4.15 Patterns of SEE in Francis et. al. (1997, pp. 10, 14, 27, 46, 52, 100, 101, 106, 108, 109, 111, 112, 249, 252, 287, 289, 296, 298, 308, 318, 319, 332, 338, 347, 351, 387, 401, 528, 529, 546, 578, 593, 596, 606, 609)

	No.	Pattern	Example	Meaning group
Chapter 1: Simple Patterns	1.	V	My taste has changed a bit over the years as you can <u>see</u> .	The 'think' and 'watch' group These verbs are concerned with thinking, perceiving, and paying attention. The thing or matter involved must usually have been mentioned or indicated.
	2.	V	he can <u>see</u> , hear, touch, smell, and taste.	Verbs where the other thing or person involved is unspecified or general.
	3.	V n	When she said, 'Are you <u>seeing somebody else</u> ?' he said, 'I'm sorry,' and burst into tears.	The 'meet' group These verbs are concerned with meeting or getting to know someone, or visiting someone or a place.
	4.	V n	Next week <u>sees the first (and long overdue) conference on sickle cell disease</u>	The 'next week sees' group These verbs indicate that an action, state, or event

		<u>sufferers</u> .	occurs. The Subject indicates a time or place, the Object indicates an action, state, or event.
5.	V n	Black holes cannot be <u>seen directly</u> , so determining how many of them there are in the Galaxy is a tough task.	The `hear' group The Subject indicates a person or something that shares certain characteristics with a person, such as a radio receiver which can `hear'. The Object indicates something that is thought, perceived, or felt. This includes:  ways of thinking about something or someone e.g. decide, expect, plan ways of perceiving something or someone e.g. experience, feel, hear, see attitudes towards something or someone e.g. accept, believe, buy, like, love, mean ways of finding out or knowing about something e.g. learn, remember
6.	V that	Now I <u>see that I was wrong</u> .	the `think' group These verbs are concerned with thinking. This includes:

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		having a belief knowing or understanding something hoping and fearing
7. V <i>that</i>	Oh, I <u>see you've</u> <u>already started.</u>	The 'discover' group These verbs are concerned with coming to know or think something.
8. V <i>that</i>	<u>See that you take care</u> <u>of him.</u>	The 'arrange' group These verbs are concerned with causing something to happen.
9. V <i>wh</i>	They can accurately <u>see whether a</u> <u>marriage will work or</u> <u>not.</u>	The 'think' group These verbs are concerned with thinking about something. This includes: <ul style="list-style-type: none"> <li>- knowing or understanding something</li> <li>- forgetting or remembering something</li> <li>- understanding something wrongly e.g. mistake, underestimate</li> <li>- having an attitude towards a situation e.g. care, mind</li> </ul>

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		<ul style="list-style-type: none"> <li>- wondering or speculating about a situation e.g. consider, surmise</li> <li>- thinking about the future e.g. foresee, predict</li> </ul>	
10.	V <i>wh</i>	Let me just <u>see what the next song is.</u>	The 'discover' group These verbs are concerned with coming to know something or bringing something to mind.
11.	V <i>wh</i>	I'll give you a cool wash, and then we'll <u>see if we can make your bed more comfortable.</u>	Verbs with other meanings There are two other verbs which have this pattern.  The verb see is followed by a clause beginning with if or what.
12.	V <i>wh-to-</i> inf	In every library and bookshop there's a mass of information if you want to <u>see what to do for your children.</u>	The 'discover' group These verbs are concerned with finding out how to do something or whether to do something.  With most of the verbs in this group the to-infinitive is most frequently introduced by how.
13.	V <i>wh-to-</i>	I couldn't <u>see how to</u>	The 'remember' group

	inf	<u>make money.</u>	These verbs are concerned with knowing, remembering, forgetting, and understanding what to do or how to do something. With most of the verbs in this group the to-infinitive is most frequently introduced by how or what, but in the case of know, it is sometimes also introduced by whether.
Chapter 2: Simple Patterns with Prepositions and Adverbs	14. V to n	He told me, 'Well, don't worry about it, I'll <u>see to it.</u> '	The 'attend' group These verbs are concerned with dealing with something or serving someone.
Chapter 3: Complex Patterns	15. V n -ing	A good idea, but can you <u>see Taylor trying it?</u>	The 'like' group These verbs are concerned with feeling or thinking.
	16. V n -ing	The next day <u>saw us cruising down endless, cactus-lined straights with vultures circling overhead.</u>	The 'see' group These verbs are concerned with perceiving, finding, or showing someone doing something.
	17. V n to-inf	Islands are <u>seen to offer solitude, relaxation and a safe retreat, a womb of security.</u>	The 'believe' group These verbs are concerned with thinking, saying, or showing something. Some of these verbs, such as prove and show,

			sometimes have inanimate Subjects. The verb that most frequently occurs in the to-infinitive clause is be.
	18.	V n <i>to</i> -inf	The army must be <u>seen to be taking firm action</u> . The 'observe' group These verbs are concerned with someone being heard or seen to do something.
	19.	V n inf	The first half of this year <u>saw arrears rise to record levels</u> . The 'see' group These verbs are concerned with seeing, hearing, or feeling someone or something perform an action.
	20.	V n -ed	He watched while the slings were attached to the crate, <u>saw it lifted</u> , swung towards the jetty and lowered onto a Ford truck. These verbs are concerned with feeling, hearing, or seeing something happen.
Chapter 4: Complex Patterns with Prepositions and Adverbs	21.	V n prep/adv, V n adv/prep	The last night of the course <u>saw a group of us nearly in tears as we said our goodbyes</u> . The 'meet' group These verbs are concerned with seeing or meeting someone or something in a particular place or situation.
	22.	V n prep/adv, V n adv/prep	He didn't offer to <u>see her to her car</u> . The 'carry' group These verbs are concerned with carrying something or someone somewhere or accompanying someone somewhere.

23.	V way prep/adv	It was not long before they could no longer <u>see their way out of what they had started.</u>	The `make' group These verbs, when used with way, are concerned with managing to get somewhere, either physically or metaphorically.
24.	V way to - ing	I very much hope you will <u>see your way to advising your client to sign it.</u>	the verb is followed by a noun group which consists of a possessive determiner and the noun way. This is followed by a prepositional phrase which consists of to and an `-ing' clause.
25.	V n as adj	She <u>saw him as a visionary</u> , but her father saw him as a man who couldn't make a living.	Verbs with this structure are all concerned with labelling, interpreting, or regarding someone or something as having a particular quality. The prepositional phrase indicates a description of the Object.
26.	V n as n	I don't <u>see it as my duty to take sides.</u>	The `name' and `consider' group
27.	V n in n	The militants <u>see no contradiction in using violence to bring about a religious state.</u>	The `see' group These verbs are concerned with emotions and qualities. The noun group following the verb indicates the emotion or quality.
28.	V n of n	His business was not doing too well so I	Verbs with other meanings

			didn't <u>see much of him</u> , and we were under a lot of financial pressure.	
Verb Patterns with it	29. <i>it be V-ed that</i>		From the stories related in this book, <u>it can be seen that the average age of those women marrying is 17.</u>	The 'think' and 'discover' group. These verbs are concerned with what is thought.
	30. <i>it be V-ed wh</i>		It has to be <u>seen whether the radicals are holding two of the soldiers</u> , as they say, or three, as other reports have suggested.	The verbs with this pattern are concerned with information being asked for, discovered, explained, understood, or doubted.
	31. <i>V it as n/adj that</i>		I <u>see it as a serious flaw that a report can have that kind of ambiguity.</u>	Most of the verbs with this pattern are concerned with how someone sees or interprets a situation.
Chapter 12: Combinations of Patterns	32. <i>V; V n</i>		She can <u>see</u> , hear, touch, smell, and taste. You can't <u>see colours at night.</u>	
	33. <i>V n as adj; V n as n</i>		She <u>saw him as a visionary</u> , but her father <u>saw him as a man who couldn't make a living.</u> Others <u>saw it as a betrayal.</u>	
	34. <i>V n inf; V</i>		Wade glanced up and	

	n -ing	<u>saw her disappear.</u> I <u>saw him coming</u> <u>along the path.</u>
35.	V <i>that</i> ; V <i>wh</i>	Now I <u>see that I was</u> <u>wrong.</u> Did you <u>see what</u> <u>happened?</u>
36.	V <i>wh</i> ; V <i>wh-to-inf</i>	Oh, I <u>see what you're</u> <u>saying.</u> I couldn't <u>see how to</u> <u>make money.</u>

It can be seen in the table above that the patterns of SEE used by learners in the subset of LoCLaNT (i.e., *V n*, *V wh-* and *V that*) are conventional.

#### 4.4.2 Extensions of the patterns of SEE in the subset of LoCLaNT

The pattern of SEE that has extensions is *V n*. Figure 4.4 and Table 4.16 presents the analysis of the pattern *V n* with its extensions.

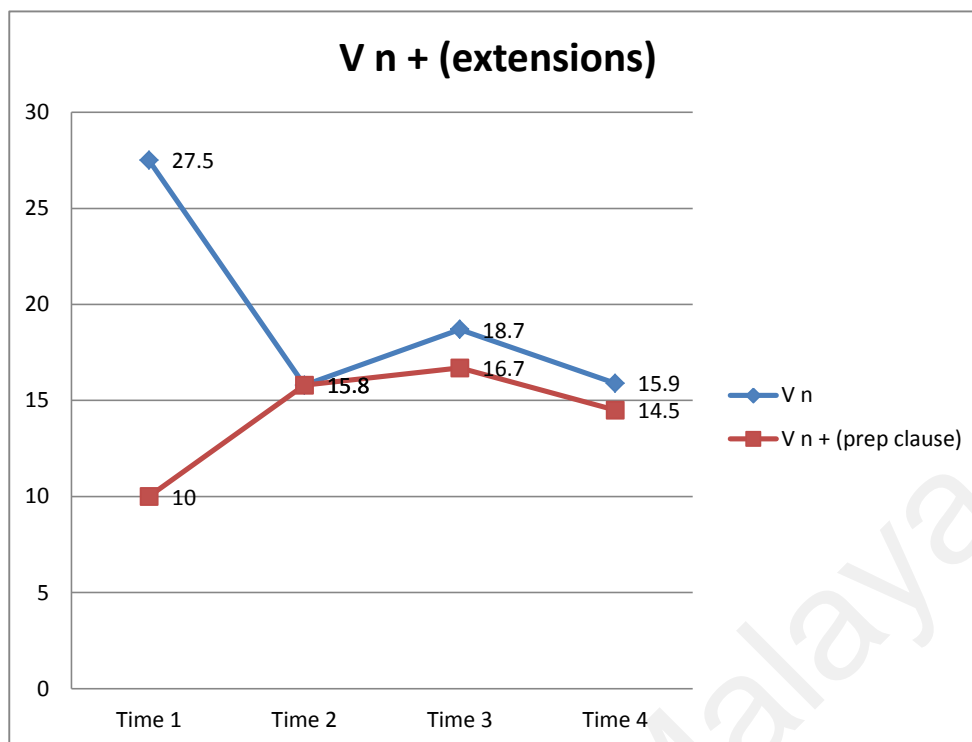


Figure 4.4 The pattern *V n* in the verb SEE with its extensions

Table 4.16 The pattern *V n* in the verb SEE with its extensions

No.	Example	Data Set / Percentage			
		Time 1	Time 2	Time 3	Time 4
1.	<p><i>V n</i>     <i>see</i> beautiful flowers, they will pick them.</p> <p><i>saw</i> Zaito's head.</p> <p><i>see</i> the phenomena.</p>	11 27.5	9 15.8	9 18.7	11 15.9
2.	<p><i>V n + (prep clause)</i>     <i>see</i> a flower at the river.</p> <p><i>saw</i> a one girl was in</p>	4 10	9 15.8	8 16.7	10 14.5

the water.			
<i>saw</i> the two girl at the side river.			

It can be seen in the table above that the pattern *V n* is extended with prepositional clause as in *V n + (prep clause)* (e.g., *see a flower at the river*).

The following section presents the analysis of the use of the verb SEE based on sense.

#### 4.4.3 Sense of SEE in the subset of LoCLaNT

Apart from that, the verb SEE is used in two different senses according to the Collins COBUILD Advanced Learner's Dictionary 8<sup>th</sup> ed. (2014). Five patterns can be seen through the usage of verb SEE in Sense 1 whereas only one pattern was used to express the verb in Sense 2. Findings on the sense of the verb SEE are presented in Table 4.17.

Table 4.17 Patterns of SEE in the subset of LoCLaNT based on the sense.

Sense	Pattern	Example	Data set			
			Time 1 Freq. %	Time 2 Freq. %	Time 3 Freq. %	Time 4 Freq. %
1. <b>Seeing as</b>	<i>V that</i>	Nazim, Khairul and Iman were so	23 57.5	35 61.4	31 64.6	46 66.6



<p><b>noticing something using your eyes.</b></p>	<p>surprised to <u>see</u> that the girls were <u>actually a twin</u>. (008B)</p> <p>Alim was very shocked to <u>see</u> <u>Amelia was drowning</u>. (011A)</p> <p>When Ali and his friends arrived at the lake, they <u>saw</u> <u>two girls were picked the flower</u>. (032A)</p>			
<p>V n</p>	<p>Whenever they <u>see</u> <u>beautiful flowers</u>, <u>they will pick them</u>. (022A)</p> <p>We just only <u>saw</u> <u>Zaito's head</u>. (023A)</p> <p>At the road, we <u>saw</u> <u>the two girl at the side river</u>. (047A)</p>	<p>14 35.0</p> <p>18 31.6</p> <p>14 29.2</p>	<p>14 29.2</p>	<p>21 30.4</p>
<p>V wh-</p>	<p>Ali, Ramli and Rahman <u>saw</u> <u>what happened</u> (009A)</p>	<p>2 5.0</p> <p>4 7.0</p>	<p>-</p>	<p>-</p>

		I heard the screamed and quickly ran to <u>see</u> <u>what is going on.</u> (046A)							
		They quickly went hear the sound to <u>see what had</u> <u>happened.</u> (004B)							
2.	V n	Siti's parent brought her to the clinic to <u>see the</u> <u>doctor.</u> (046A)	1	2.5	-	3	6.2	2	2.9
		The next morning, at the school canteen Nina comes to <u>see Azam.</u> (011C)							
		Siti's dad wanted to <u>see Ahmad and his</u> <u>gang.</u> (026C)							
		Total	40	100	57	100	48	100	69

From the table above, it can be observed that Sense 2 was not being used in Time 2. Only one pattern was used to express the verb SEE in the second sense.

Three analyses of the verb SEE has been done which studies the patterns, extensions and senses. The verb SEE in the subset of LoCLaNT is used in three patterns (i.e., *V n*, *V wh-* and *V that*). All of these patterns reflect the conventional language use. The only pattern that can be observed used with extensions is *V n*. As for the analysis on the senses, the verb SEE is used in two senses over time.

The analysis continues with the analysis of the verb SHOUT which is the fourth most frequent verb in the subset of LoCLaNT.

## 4.5 SHOUT

The fourth most frequent verb that was analyzed in this study is SHOUT (i.e., shout, shouts, shouting, shouted). It was used 36 times in Time 1. There are altogether 244 concordance lines have to be studied to observe the verb SHOUT in the subset of LoCLaNT.

### 4.5.1 Patterns of SHOUT in the subset of LoCLaNT

Table 4.18 Percentage of use of verb SHOUT

Time 1			Time 2			Time 3			Time 4		
%	Freq.	Per 1000	%	Freq.	Per 1000	%	Freq.	Per 1000	%	Freq.	Per 1000
0.4	36	4.2	0.4	43	3.8	0.4	53	4.5	0.4	48	3.9

Interestingly, the percentage of usage of the verb SHOUT (as shown in Table 4.18) remains the same in all of the data sets. The verb SHOUT was used in four patterns. The

patterns are *V for n* as in (13), *V with quote* as in (14), *V* as in (15) and *V to-inf* as in (16).

(1) His friend shouted for help. (009A)

Her friend was trying to get help by shouted for help. (006B)

Akaba, Shin and Sena was shocked when a girl was shouting for help.  
(006C)

(2) Mei Ling shouted, " Help!Help!" as loud as she could. (015A)

The girls was very scared and his friends was shouted "Help,Help".  
(024B)

Suraya also shouted, " Help! Help! somebody here ?! Please help my friend! " (015C)

(3) They quickly ran to the river side looking for the girl was shouting.  
(048A)

Amirah shouted as loud as she can. (015B)

Normah was shocked and shouted loudly to call for help. (036D)

(4) Her friend shouted to ask for help. (036B)

The girls shouted to get helped because she could not swim. (049B)

Table 4.19 The usage of the patterns of SHOUT

Pattern	Time 1		Time 2		Time 3		Time 4		Developmental Pattern
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
<i>V for n</i>	17	54.9	22	61.1	27	62.8	17	47.2	3-phase pattern
<i>V with quote</i>	8	25.8	8	22.2	3	11.6	5	13.9	No consistent pattern
<i>V</i>	6	19.3	4	11.0	11	25.6	14	38.9	No consistent pattern
<i>V to-inf</i>	0	0	2	5.5	0	0	0	0	3-phase pattern
	31	100	36	100	43	100	36	100	

The table above shows that *V for n* and *V to -inf* have 3-phase pattern whereas *V with quote* and *V* have no consistent pattern.

Three of these patterns which are *V for n*, *V with quote* and *V* are conventional pattern. Interestingly, one of the patterns of SHOUT used by the learners in the subset of LoCLaNT is an innovative pattern. The pattern *V to-inf* reflects the innovative language use. Table 4.20 presents the patterns of SHOUT in Francis et al. (1996).

Table 4.20 Patterns of SHOUT in Francis et. al. (1997, pp. 11, 99, 116, 117, 118, 119, 166, 171, 178, 185, 332, 360, 584, 585, 586, 587, 608)

	No.	Pattern	Example	Meaning Group
Chapter 1: Simple Patterns	1.	<i>V</i>	Jason <i>shouted</i> swiftly. `I know about quite a lot of things but I don't always talk about	The `speak' group These verbs are concerned with saying something. The thing or matter

		them.'	involved must usually have been mentioned or indicated.
2.	V <i>that</i>	She <i>shouted that they'd killed her sons.</i>	The 'scream' group These verbs indicate how something is said, for example how loudly or at what pitch.
3.	V <i>with quote</i>	She <i>shout, 'Nina, come in here and look at this.'</i>	The 'scream' group These verbs indicate how something is said, for example how loudly or quickly, or at what pitch. Some verbs, such as <i>wail</i> and <i>rasp</i> , also indicate the feeling that the speaker has (see also meaning group 5 below). Most of these verbs are usually used in fiction rather than in journalism or conversation.
4.	V <i>after n with quote</i>	' <u>And don't forget to send Kenny for those items!</u> ' the Duchess <i>shout</i> after her.	The verb is used with a quote clause and is followed by a prepositional phrase beginning

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with *after*. The Subject always comes before the verb.

Most verbs with this pattern indicate that someone is speaking loudly.

The prepositional phrase indicates who is being addressed. The person being addressed is moving away from the speaker.

---

5. V at n with  
quote

'Don't panic,' I  
shouted at him.

---

The verb is used with a quote clause and is followed by a prepositional phrase beginning with *at*. The Subject usually comes before the verb.

These verbs indicate that someone is speaking loudly, angrily, or forcefully.

The prepositional phrase indicates who is being addressed.

---

	6.	<i>V to n with quote</i>	I <u>shout</u> to Al, `Wait a <u>minute!</u> “	The verb is used with a quote clause and is followed by a prepositional phrase beginning with <i>to</i> . The phrasal verb pattern is V P <i>to n</i> with quote. The Subject usually comes before the verb. The prepositional phrase indicates who is being addressed.
Chapter 2: Simple Patterns with Prepositions and Adverbs	7.	<i>V at n</i>	He used to <u>shout</u> at <u>people and</u> <u>sometimes even hit</u> <u>his assistants</u> .	The `shout' group These verbs are concerned with shouting at someone, making noises at someone, or speaking in an unpleasant way to someone. The prepositional phrase indicates who is being addressed.
	8.	<i>V at n to-inf</i>	I <u>shouted</u> at her to <u>run</u> .	The verb is followed by a prepositional phrase beginning with <i>at</i> , which is followed by a to-infinitive clause.



			The phrasal verb pattern is VP <i>at</i> n to-inf. Verbs with this pattern are concerned with loudly, angrily, or forcefully telling someone to do something. The prepositional phrase indicates the hearer.
	9. V for n	You know what to do. And don't let up till they're <u>shouting for mercy</u> .	The 'ask' group These verbs are concerned with trying to get something.
	10. V for n to-inf	She got up from her desk and <u>shouted for Wade to follow her</u> .	The 'ask' group These verbs are concerned with asking for something to be done or to happen. We include here <i>motion</i> and <i>gesture</i> , which indicate that someone communicates a request by using a gesture.
Chapter 4: Complex Patterns with Prepositions	11. V way prep/adv	After Pauline <u>shouted her way through an intense argument</u> , Nicola	The 'mumble' group These verbs are concerned with

and Adverbs	explained she Ryman's wife.	talking, singing, or playing a musical instrument in a particular way. The noun group is most frequently followed by a prepositional phrase beginning with <i>through</i> . The prepositional phrase indicates something such as a speech, a song, or concert. The verbs in this group which most frequently have this pattern are <i>croon, grunt, mumble, mutter, rap, shout, sing, slur, strum, whistle, and yell</i> .
12. V n at n	As several hundred soldiers advance up the hill, they <u><i>shout</i></u> <u>and scream insults at</u> <u>the guerillas.</u>	The 'shout' group These verbs are concerned with directing remarks at someone, criticizing or insulting them, or shouting at them. This is a productive pattern: a large number of verbs which involve communication of

some kind, usually angry or unpleasant, can be used with this pattern. The verbs listed here are the ones which are most frequently used in this way.

Chapter 12: Combinations of Patterns	13. V at n; V n at n	As he read, Molotov interrupted and <u>shouted at him</u> furiously. They stood there and <u>shouted abuse at me</u> as I walked down the <u>street</u> .
	14. V at n; V with quote	He <u>shouted at me</u> . 'Aw, come on,' Pete <u>shouted</u> .
	15. V for n; V that	I <u>shouted for her</u> husband's <u>misbehaviour</u> . She <u>shouted that she had</u> witnessed him taking <u>cocaine</u> .
	16. V for n; V with quote	There was blood everywhere and people were screaming and <u>shouting for help</u> . 'Rory!' he <u>shouted</u> , but there was no answer.
	17. V that; V with	My uncle <u>shouted he</u>

---

quote

was not going to  
take the blame. After  
a while he shouted,  
'Why did he has to  
be blamed for the  
things that he did not  
do.'

---

#### 4.5.2 Extensions of the patterns of SHOUT in the subset of LoCLaNT

*V* is the only pattern of SHOUT that has extensions. Figure 4.5 and Table 4.21 shows the analysis of the extensions of the pattern *V*.

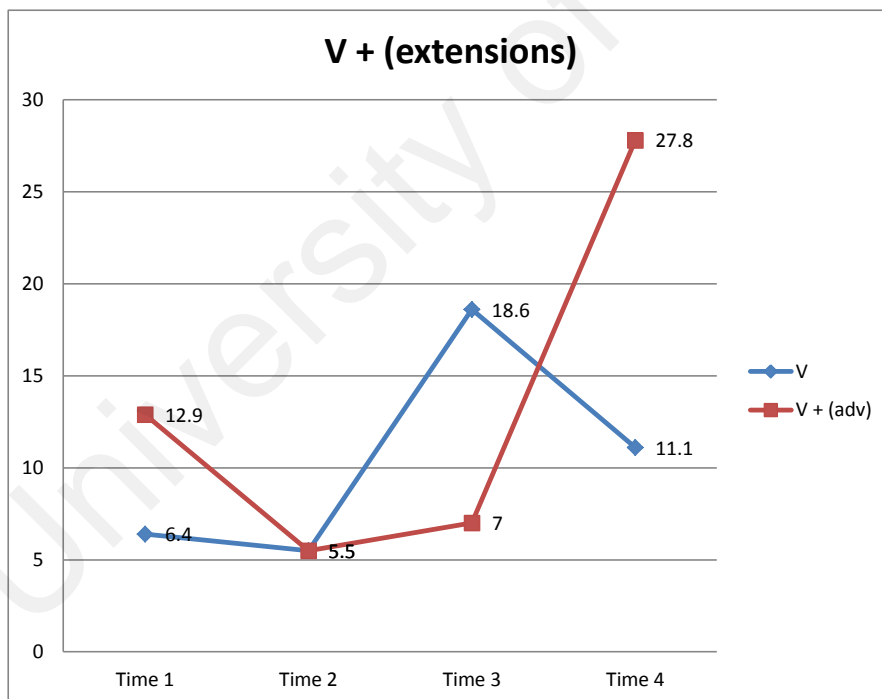


Figure 4.5 The pattern *V* in the verb SHOUT with its extensions

Table 4.21 The pattern *V* in the verb SHOUT with its extensions

No.	Example	Data Set / Percentage			
		Time 1	Time 2	Time 3	Time 4
1.	<p>V They asked Siti why was she <u>shouting</u>.</p> <p>They quickly ran to the river side looking for the girl was <u>shouting</u>.</p> <p>Then, she <u>shouted</u>.</p>	2 6.4	2 5.5	8 18.6	4 11.1
2.	<p>V + (adv) Her friend, Aminah <u>shouted loudly as loud as she can</u>.</p> <p>The girls <u>shouted as loud as thunder</u>.</p> <p>Her's friend <u>shout loudly for a help</u>.</p>	4 12.9	2 5.5	3 7	10 27.8

The table above shows that the pattern *V* is extended using adverbial clause as in *V* + (adv clause) (e.g., shouted loudly as loud as she can).

The following section presents the analysis of the use of the verb SHOUT based on sense.

### 4.5.3 Sense of SHOUT in the subset of LoCLaNT

All of the occurrences of the verb SHOUT are all in the first sense according to the Collins COBUILD Advanced Learner's Dictionary 8<sup>th</sup> ed. (2014). Findings on the sense of the verb SHOUT are presented in Table 4.22.

Table 4.22 Patterns of SHOUT in the subset of LoCLaNT based on the sense.

Sense	Pattern	Example	Data set							
			Time 1		Time 2		Time 3		Time 4	
			Freq.	%	Freq.	%	Freq.	%	Freq.	%
1.	V for n	She's drown and <u>shout for</u> <u>help</u> . (006A)	17	54.9	22	61.1	27	62.8	17	47.2
		His friend <u>shouted for</u> <u>help</u> . (009A)								
		She tried to <u>shout for</u> <u>helped</u> . (011A)								
		Murni <u>shout "</u> <u>help"</u> . (002A)	8	25.8	8	22.2	5	11.6	5	13.9
		Mei Ling <u>shouted , "</u>								

	<u>Help!Help!"</u> <u>as loud as she</u> <u>could.</u> (015A)								
	Fiza and Alia were <u>shouted"</u> <u>Help! Help!</u> <u>Help!"</u> . (018A)								
V	They asked Siti why was she <u>shouting</u> . (021A)	6	19.3	4	11.0	11	25.6	14	38.9
	They quickly ran to the river side looking for the girl was <u>shouting</u> (048A)								
	The girls <u>shouted</u> as loud as thunder. (052A)								
V to-inf	Her friend <u>shouted to</u> <u>ask for help</u> . (036B)	-		2	5.5	-		-	

The girls <u>shouted to</u> <u>get helped</u> <u>because she</u> <u>could not</u> <u>swim.</u> (049B)			
Total	31	100	36 100 43 100 36 100

As shown in the table above, only one sense of the verb SHOUT is used by the learners in the subset of LoCLaNT across all the four data sets.

The analysis of the verb SHOUT has shown that it is used in four patterns (i.e., *V for n*, *V with quote*, *V* and *V to-inf*). Among these four patterns used by the learners, *V* is the only pattern that has extensions. It can be observed that the pattern *V* is extended with adverbial clause. The verb SHOUT is used only in one sense over time.

The analysis continues with the analysis of the verb FISH which is the fifth most frequent verb in the subset of LoCLaNT.

#### 4.6 FISH

The final verb that was analyzed in this study is FISH. The word was used as a verb for 33 times in Time 1. 494 concordance lines were analyzed to investigate the usage of the verb FISH.



#### 4.6.1 Patterns of FISH in the subset of LoCLaNT

Table 4.23 Percentage of use of verb FISH

Time 1			Time 2			Time 3			Time 4		
%	Freq.	Per 1000	%	Freq.	Per 1000	%	Freq.	Per 1000	%	Freq.	Per 1000
0.4	33	3.8	0.5	54	4.8	0.3	37	3.2	0.4	49	4.0

The percentage of usage of the verb FISH (as shown in Table 4.23) remains the same in Time 1 and Time 4, increases in Time 2 and decreases in Time 3. Two patterns can be observed based on the occurrences of the verb. The patterns that can be observed are *V* as in (17) and *Vn* as in (18).

(17) They want to *fish*ing. (002A)

They *fish*ing together while Saiful continued the story. (004B)

Ali and his friends wanted to *fish*ing in a lake. (032A)

(18) The boys are finish *fish*ing a fish. (044B)

The boys are going to *fish*ing a fish. (044B)

The boys are going to the rivers for *fish*ing a fish. (044B)

Table 4.24 The usage of the patterns of FISH

Pattern	Time 1		Time 2		Time 3		Time 4		Developmental Pattern
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
V	25	100	46	92.0	30	100	42	100	No consistent pattern
V n	0	0	4	8.0	0	0	0	0	3-phase pattern
	25	100	50	100	30	100	42	100	

Table 4.24 highlights the development of the patterns of FISH. The pattern *V* has no consistent developmental pattern whereas *V n* has a 3-phase developmental pattern. Both patterns are conventional in which it follows the convention of how native speakers use the verb FISH. Table 4.25 presents the patterns of FISH in Francis et al. (1996).

Table 4.25 Patterns of FISH in Francis et al. (1996, pp. 12, 45, 178, 414, 509)

No.	Pattern	Example	Meaning Group
1.	V	From an early age, he loves to draw and <i>fish</i> .	Verbs with other meanings There are many other verbs with this pattern. They can be divided into three groups.
2.	V n	He is <i>fishing</i> <u>bluefish</u> .	(i) Verbs where something else involved in the action does not need to have been mentioned or indicated already The verb and the Object together indicate place or extent. This includes:

Chapter 1  
Simple  
Pattern

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				where something or someone is relative to something else e.g. meet, pass the direction something or someone is pointing or facing e.g. face how big or extensive something is e.g. fill
Chapter 2 Simple Patterns with Prepositions and Adverbs	3.	V for n	He was <u>fishing</u> for <u>bluefish</u> .	The `ask' group These verbs are concerned with trying to get something. This includes:  asking for something trying to get a job or position e.g. audition, stand taking action in order to obtain something
Chapter 4: Complex Patterns with Prepositions and Adverbs	4.	V n out of n	He <u>fished</u> a <u>catfish</u> <u>out of the river</u> and cooked it for dinner.	The `pluck' group These verbs are concerned with removing something from a place or thing. We include here pull VP3, which indicates that a country takes their troops out of an area.
Chapter 7: Ergative Verbs	5.	Pattern combination	The beach is a south-west-facing venue that <u>fishes</u> well when there is a strong breeze blowing directly onto the beach.	The `fish' group In the pattern V adv, these verbs indicate that a place used for a sport allows the sport to be enjoyable. In the pattern V n, they indicate that someone takes

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Chatting to other anglers who *fish* the water can also be a great help. part in that sport at that place.

#### 4.6.2 Extensions of the patterns of FISH in the subset of LoCLaNT

*V* is the only pattern of FISH that has extensions. Figure 4.6 and Table 4.26 presents the extensions of the pattern.

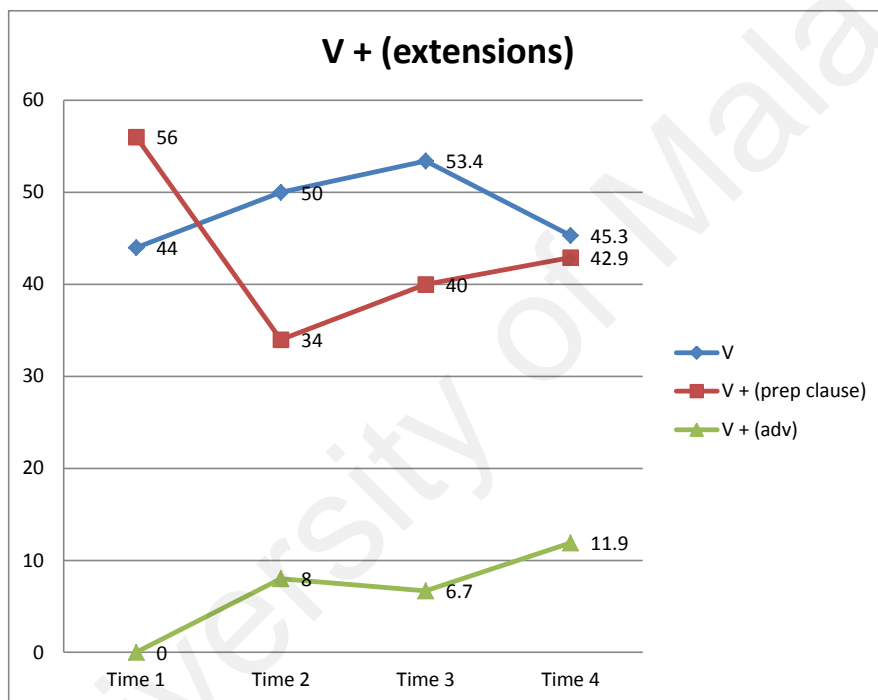


Figure 4.6 The pattern *V* in the verb FISH with its extensions

Table 4.26 The pattern *V* in the verb FISH with its extensions

No.	Example	Data Set / Percentage			
		Time 1	Time 2	Time 3	Time 4
1.	<i>V</i> They want to <i>fish</i> ing.	11 44	25 50	16 53.4	19 45.3

		Some of them were <u>fishing</u> .							
		After that, we went to the pool and were <u>fishing</u> .							
2.	V + (prep clause)	Yesterday, my friends and I went to <u>fishing at a river near Pak Ramli's house</u> .	14	56.0	17	34.0	12	40.0	18 42.9
		Ali and his friends wanted to <u>fishing in a lake</u> .							
		Last Saturday, as I went back home with my friends after <u>fishing at the nearest pond</u> , we saw Mei Lin and Siti planting flowers along the pond.							
3.	V + (adv)	They <u>fishing together while Saiful continued the story</u> .	-		4	8	2	6.7	5 11.9
		Ali and his friends take their rod, pail and bait back and go to the lake and <u>fishing happily</u> .							

They promised to the two girl that they want Alya and Nia <u>fishing together with their oneday.</u>			
--	--	--	--

It can be seen in the table above that the pattern V is extended with two types of extensions. The learners extends the pattern with prepositional clause as in *V* + (prep clause) (e.g., fishing at a river near Pak Ramli's house) and adverbial clause as in *V* + (adv clause) (e.g., fishing together while Saiful continued the story).

The following section presents the analysis of the use of the verb FISH based on sense.

#### 4.6.3 Sense of FISH in the subset of LoCLaNT

Those occurrences of the verb are all in the third sense according to the Collins COBUILD Advanced Learner's Dictionary 8<sup>th</sup> ed. (2014). Findings on the sense of the verb FISH are presented in Table 4.27.

Table 4.27 Patterns of FISH in the subset of LoCLaNT based on the sense.

Sense	Pattern	Example	Data set							
			Time 1		Time 2		Time 3		Time 4	
			Freq.	%	Freq.	%	Freq.	%	Freq.	%
3.	V	They want to <u>fishing.</u> (002A)	25	100	46	92	30	100	42	100

<p><b>trying to catch fish, either for food or as a form of sport or recreation.</b></p>	<p>They <i>fishing</i> together while Saiful continued the story. (004B)</p> <p>Ali and his friends wanted to <i>fishing</i> in a lake. (032A)</p>			
<p>V n</p>	<p>The boys are finish <i>fishing</i> a <u>fish</u>. (044B)</p> <p>The boys are going to <i>fishing</i> a fish. (044B)</p> <p>The boys are going to the rivers for <i>fishing</i> a fish. (044B)</p>	<p>-</p> <p>4 8</p>	<p>-</p>	<p>-</p>
<p>Total</p>	<p>25 100</p>	<p>50 100</p>	<p>30 100</p>	<p>42 100</p>

As highlighted in the table above, learners in the subset of LoCLaNT used the verb FISH in only one sense over time.

Three analyses of the verb FISH has been done which studies the patterns, extensions and senses. The verb FISH in the subset of LoCLaNT is used in two patterns (i.e., *V*, *V n*). Both patterns reflect the conventional language use. The only pattern that can be observed used with extensions is *V*. The verb FISH is used only in one sense in all the four data sets.

#### 4.7 Conclusion

From the analysis of the top five most frequent action verbs in the subset of LoCLaNT (i.e., GO, SAVE, SEE, SHOUT and FISH), many patterns can be identified. Most of the patterns of use of these verbs reflect conventional language use. The patterns of GO that reflect conventional language use are *V to n*, *V + adv*, *V prep*, *V – ing*, and *V to-inf*. As for the verb SAVE, the patterns that reflect conventional language use are *V n* and *V n from*. The patterns of SEE in this study that reflect conventional language use are *V n*, *V that* and *V wh-*. The patterns of SHOUT that reflect conventional language use are *V for n*, *V with quote*, and *V*. The patterns of FISH that reflect conventional language use are *V* and *V n*. Interesting findings can be seen in the analysis of the verb GO and SHOUT as there are instances of innovative patterns. In the analysis of GO, two patterns that reflect innovative language use are *V n* and *V to –ing*. As for the verb SHOUT, the innovative pattern is *V to-inf*. In the analysis of extensions used with the patterns, it can be seen that the learners are expanding their linguistic repertoire. All five verbs have at least one pattern that is used with extensions. The patterns that are used with extensions are *V to n* and *V prep* for the verb GO, *V n* for the verb SAVE, *V n* for the verb SEE, *V* for the verb SHOUT and *V* for the verb FISH. This shows that the learners are expanding the usage of the patterns to add more information in their language use. The analysis of sense also highlights the development of learner



language. In the analysis of the sense of the verb GO for instance, four senses can be identified in Time 1 whereas in Time 4 it increases to five senses. These findings mark a significant implication towards the development of learner language in the subset of LoCLaNT. The significance and implications of these analyses will be discussed deeper in the following chapter.

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## CHAPTER 5: DISCUSSION AND CONCLUSION

### 5.1 Introduction

This chapter provides the answers for the research questions. Apart from that, it discusses the contribution of this study to the field of Corpus Linguistics and Second Language Acquisition. As mentioned in Chapter 1, there are two research questions raised in this study. The practical outcome of this study in the field of second language acquisition is highlighted in the contribution of this study. This chapter then highlights the implication for future research. A conclusion is provided by the end of this chapter which summarizes this study.

### 5.2 Research Question 1:

**What are the patterns of use of selected high frequency verbs that can be observed from the learner data in the sub-set of LoCLaNT?**

The first question aims to highlight the patterns of use of the top five high frequency verbs together with their variants (e.g., go, goes, going, went) in the subset of LoCLaNT. There are a few patterns in this study that are not reported in Francis et al. (1996). These patterns reflect innovative language use. On the other hand, the patterns that are reported in Francis et al. (1996) reflect conventional language use that is shown by the learners in the subset of LoCLaNT.

## GO

The verb GO is the most frequent action verb that was used in Time 1. It was used in seven different patterns.

Table 5.1 Analysis of the verb GO.

	Time 1	Time 2	Time 3	Time 4
Patterns	V to n	V to n	V to n	V to n
	V + adv	V + adv	V + adv	V + adv
	V prep	V prep	V prep	V prep
	V n	V -ing	V n	V -ing
	V -ing	V to -ing	V -ing	V to-inf
	V to-inf		V to-inf	V to -ing
	V to -ing		V to -ing	

The number of patterns decreases from seven patterns in Time 1 to six patterns in Time 4. In Time 2, the pattern *V n* and *V to-inf* are missing. The pattern that is not found in Time 4 is *V n*. From the patterns used by the participants, only five patterns reflect conventional language use. The conventional patterns are *V to n* (e.g., *go to the river*), *V + adverb* (e.g., *went there after finishing their homework together*), *V -ing* (e.g., *go fishing at Sungai Ara*), *V to-inf* (e.g., *went to find suitable place to fish*) and *V prep* (e.g., *go into the river*). The patterns that reflect innovative language use are *V n* (e.g., *go the river again*) and *V to -ing* (e.g., *went to fishing at a river near their houses*). As mentioned in the previous chapter, the pattern *V n* is an innovative pattern of the verb GO. However, it was used only in Time 1 and Time 3. The pattern *V to -ing* is also an innovative pattern and can be observed to be used in all four data sets in LoCLaNT. It can be seen that the presence of this innovative pattern is constant in all data sets.

## SAVE

The verb SAVE is the second most frequent action verb used in Time 1. It was used 50 times with a total of two patterns.

Table 5.2 Analysis of the verb SAVE

	Time 1	Time 2	Time 3	Time 4
Patterns	V n	V n	V n	V n
	V n <i>from</i>	V n <i>from</i>	V n <i>from</i>	V n <i>from</i>

The patterns are consistent throughout all four data sets. Two patterns that can be observed are *V n* (e.g., *save the girl's life*) and *V n from* (e.g., *saved the girl from drowning*). As highlighted in the previous chapter, although the usage of the verb SAVE increases from 50 instances in Time 1 to 105 instances in Time 4, this does not leave any effect on the number of patterns used. Both patterns of SAVE used by the learners in LoCLaNT reflect conventional language use. This suggests that the direction of the development is moving towards conventional language use.

## SEE

SEE is the third most frequent action verb used in Time 1 and was used 46 times with the total of three patterns.

Table 5.3 Analysis of the verb SEE

	Time 1	Time 2	Time 3	Time 4
Patterns	V <i>that</i>	V <i>that</i>	V <i>that</i>	V <i>that</i>
	V n	V n	V n	V n
	V <i>wh-</i>	V <i>wh-</i>		

The number of patterns decreases from three patterns in Time 1 to two patterns in Time 4. The patterns of SEE that can be seen in the subset of LoCLaNT are *V that* (e.g., *see that the girls were actually a twin*), *V n* (e.g., *see the doctor*) and *V wh-* (e.g., *see what is going on*). The pattern that is missing in Time 4 is *V wh-*. As highlighted in the previous chapter, the numbers of patterns decreases from Time 1 to Time 4 regardless of the usages of the verb SEE that increases from 46 instances in Time 1 to 78 instances in Time 4. All of these patterns reflect conventional language use. These findings suggest that the learners are using the verb SEE in a conventional manner since all of the instances follow the norm of conventional language use.

## SHOUT

The verb SHOUT is the fourth high frequency verb. It was used 36 times in Time 1. There are altogether four patterns that are used with this verb.

Table 5.4 Analysis of the verb SHOUT

	Time 1	Time 2	Time 3	Time 4
Patterns	<i>V for n</i>	<i>V for n</i>	<i>V for n</i>	<i>V for n</i>
	<i>V with quote</i>	<i>V with quote</i>	<i>V with quote</i>	<i>V with quote</i>
	<i>V</i>	<i>V</i>	<i>V</i>	<i>V</i>
		<i>V to-inf</i>		

It can be observed that the patterns used with the verb SHOUT remains unchanged in Time 1, Time 3 and Time 4. The patterns that are used in these three data sets are *V for n* (e.g., *shouted for help*), *V with quote* (e.g., *shouted , "Help!Help!" as loud as she could*) and *V* (e.g., *shouted as loud as she can*). The pattern that is used only in Time 2 is *V to-inf* (e.g., *shouted to ask for help*). *V to-inf* is the only pattern used by the

participants in LoCLaNT that is not reported in Francis et al. (1996). It is an innovative pattern as discussed in the previous chapter. It is only used in Time 2. The analysis of the verb SHOUT shows interesting findings whereby instances of innovative language use can be noticed here. The pattern *V to-inf* that reflects innovative language use indicates that learners are innovative in constructing their own pattern of the verb SHOUT.

### FISH

The last verb that was analyzed is FISH. Throughout the four data sets, there are altogether two patterns that are observable.

Table 5.5 Analysis of the verb FISH

	Time 1	Time 2	Time 3	Time 4
Patterns	V	V V n	V	V

From the table above, it can be seen that the patterns remain unchanged in Time 1, Time 3 and Time 4. The pattern that is used in these three data sets is *V* (e.g., *They want to fishing*). The pattern *V n* (e.g., *fishing a fish*) was only used in Time 2. Both patterns are presented in Francis et al. (1996). A development towards conventional language use can be observed in the analysis of FISH. All of the patterns used by the learners reflect conventional language use. There is no trace of any innovative language use in the analysis of the verb FISH.

It can be seen through the answers of the first research question that the learners are using the language in the conventional manner. Although there are instances of innovative language use such as the pattern *Vn* for the verb GO and *Vto-inf* for the verb SHOUT, these two innovative patterns disappear over time. The only innovative pattern that remains is *Vto-ing* for the verb GO. Table 5.6 highlights the development of learner language based on the answers of the first research question.

Table 5.6 The direction of the development of learner language.

	Conventional	Innovative
GO	/	/
SAVE	/	
SEE	/	
SHOUT	/	
FISH	/	

Based on the findings of the patterns of the top five high frequency action verbs in LoCLaNT, learner language appears to develop to be more conventional over time. Four out of five action verbs are used in the conventional way. However, the analysis of the verb GO is interesting since direction of language development is towards conventional yet still contain the instances of innovative language use over time. (see Chau, 2015)

### 5.3 Research Question 2:

**To what extent does the use of verbs show changes in lexical-grammatical patterning over time?**

The second research question aims to explore the change in terms of the complexity of the patterns. Language development can be observed through the changes in lexical-

grammatical patterning. Closer analyses reveal that some patterns in this study have their own extensions which show the expansion of the pattern. The extensions are in terms of any additional phrases which add more details to the statement. This indicates that the participants are expanding their use of language. The analysis of the senses reveals that the learners are quite static in terms of expanding the usage of the verbs in terms of its sense. Table 5.7 shows the findings of the analysis of senses of the verbs.

Table 5.7 Analysis of senses of the five verbs

Verb	Number of senses			
	Time 1	Time 2	Time 3	Time 4
GO	4	5	5	5
SAVE	1	1	1	1
SEE	2	1	2	2
SHOUT	1	1	1	1
FISH	1	1	1	1

The table above shows the number of senses used by the learners. As can be seen, the number of senses of the verb GO increases from four senses in Time 1 to five in Time 2, Time 3 and Time 4. The sense of the verb SAVE, SHOUT and FISH remain unchanged throughout all of the data sets. As for the sense of SEE, the number of sense decreases from two senses in Time 1 to only one sense in Time 2 and back to two senses in Time 3 and Time 4.

We now turn to the discussion of the extensions of the patterns to answer the second research question.



## Patterns of GO with Extensions

Two patterns of GO can be observed to be used with extensions. The patterns that have extensions are *V to n* (refer to Table 5.8) and *V prep* (refer to Table 5.8).

Table 5.8 The pattern *V to n* with the extensions

No.	Pattern	Examples	Time 1	Time 2	Time 3	Time 4
1.	<i>V to n</i>	<u>go to a pond</u> <u>go to the river</u> <u>go to my sister</u>	/	/	/	/
2.	<i>V to n + (prep)</i>	<u>go to the river</u> near their house <u>go to the beautiful</u> <u>garden</u> near their houses <u>go to school</u> by bus	/	/	/	/
3.	<i>V to n + (to- inf)</i>	<u>go to the nearest</u> <u>public phone</u> to call the ambulance <u>go to the shore of</u> <u>the lake</u> to take the colourful flowers to smell them <u>go to the nearest</u> <u>public phone</u> to call the ambulance	/	/	/	/
4.	<i>V to n + (wh-)</i>	<u>went to Indah Lake</u> <u>Park</u> which is just a stone throw away from their neighborhood. <u>go to the river</u>	/	/	-	-

		which is near their houses <u>went to the pond</u> which is behind their school.				
5.	V to n + (to + verb ending with <i>-ed</i> , <i>-en</i> , <i>-ing</i> or <i>-s</i> )	<u>go to the lake to</u> collects a flower <u>went to the some</u> <u>place</u> to searched a worm <u>went to the pool</u> to fishing together	-	/	-	-
6.	V to n + (adv)	<u>go to school</u> together as their house were nearby <u>went to the river</u> that only 1 KM from their house	-	/	-	/

Table 5.9 The pattern *V prep* with the extensions

No.	Pattern	Examples	Time 1	Time 2	Time 3	Time 4
1.	V prep	<u>go at the river</u> <i>go out for works</i> <i>went for fishing</i>	-	-	/	/
2.	V prep + (prep)	<u>went for a fishing at</u> the river near their house	/	/	/	/

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	<u>went for fishing</u> at the lake near their house				
	<u>went for a walk</u> at the lake near their neighbourhood				

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3.	V prep + (to- inf)	<u>go near the river</u> to pluck some flower <u>go into the lake</u> to save the girl	-	-	/	-
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The presence of extensions of two patterns (i.e., *V to n* and *V prep*) suggests that learners are expanding their language use. For example, from the pattern *V to n*, they were able to expand it into five different types of extensions namely *V to n* + (*prep* clause), *V to n* + (to-inf clause), *V to n* + (wh- clause), *V to n* + (to v clause) and *V to n* + (*adv* clause). Although the usage of these extensions varies from time to time, it suggests that the learners are not only developing to be conventional language user, they are also expanding their language use over time.

#### Patterns of SAVE with Extensions

Based on the analysis of the patterns of SAVE, only one pattern appears to be having its extension patterns. Table 5.10 presents the findings of the extensions of the pattern *V n* in the analysis of the verb SAVE.

Table 5.10 The pattern *V n* with the extensions

No.	Pattern	Examples	Time 1	Time 2	Time 3	Time 4
1.	<i>V n</i>	<u>save her friend</u> <u>save her life</u> <u>saving my</u> <u>beloved sister's</u> <u>life</u>	/	/	/	/
2.	<i>V n + (wh-clause)</i>	<u>saved the girl</u> who was drowning in the lake <u>saved a girl</u> who fell into the lake	/	-	-	/
3.	<i>V n + (that clause)</i>	<u>save a person</u> that is drowning in a river	-	-	/	-
4.	<i>V n + (adv)</i>	<u>save her</u> quickly <u>save people</u> again	-	-	/	-
5.	<i>V n (passive)</i>	<u>saved by the</u> <u>brave boy</u> <u>saved by Samad</u>	/	-	-	/

Interestingly, through the analysis of extensions of the pattern *V n*, learners show that they expand the pattern into five different types of extensions. There are also instances of the passive form of the pattern *V n* that could be seen in Time 1 and Time 4.

### Patterns of SEE with Extensions

In the analysis of the verb SEE, learners seem to expand their language use through the usage of extensions of the pattern *V n* (refer to Table 5.11).

Table 5.11 The pattern *V n* with the extensions

No.	Pattern	Examples	Time 1	Time 2	Time 3	Time 4
1.	V n	<u>see the</u> <u>phenomena</u> <u>see beautiful</u> <u>flowers, they will</u> <u>pick them.</u> <u>saw Zaito's head.</u>	/	/	/	/
2.	V n + (prep clause)	<u>saw the two girl</u> at the side river <u>see a flower</u> at the river. <u>saw a one girl</u> was in the water.	/	/	/	/

It can be seen that usage of the pattern *V n* with the extension is persistent throughout all of the data sets. However, as highlighted in the previous chapter, the percentage of usage of the extension suggests that the usage of extension increases whereas the percentage of usage of the pattern without extension decreases from Time 1 to Time 4.

## Patterns of SHOUT with Extensions

*V* is the only one pattern of SHOUT that is used with extensions. Table 5.12 presents the findings of the extensions of the pattern *V* in the analysis of the verb SHOUT.

Table 5.12 The pattern *V* with the extensions

No.	Pattern	Examples	Time 1	Time 2	Time 3	Time 4
1.	V	Then, she <i>shouted</i> . They asked Siti why was she <i>shouting</i> . They quickly ran to the river side looking for the girl was <i>shouting</i> .	/	/	/	/
2.	V + (adv)	Her friend, Aminah <i>shouted</i> loudly as loud as she can. The girls <i>shouted</i> as loud as thunder. Her's friend <i>shout</i> loudly for a help.	/	/	/	/

The analysis of the extension of the pattern *V* shows that learners are expanding their language use. For instance, as highlighted in the previous chapter, the rapid increase of the usage of the extension pattern *V* + (adv) over time suggests that learners are

expanding their linguistic repertoire from a simple sentence to a rather complex sentence.

### Patterns of FISH with Extensions

The only one pattern of FISH that is used with extensions is V. Table 5.13 presents the findings of the extensions of the pattern *V* in the analysis of the verb FISH.

Table 5.13 The pattern *V* with the extensions

No.	Pattern	Examples	Time 1	Time 2	Time 3	Time 4
1.	V	They want to <i>fishing</i> Some of them were <i>fishing</i> . After that, we went to the pool and were <i>fishing</i> .	/	/	/	/
2.	V + (prep clause)	Yesterday, my friends and I went to <i>fishing</i> at a river near Pak Ramli's house.  Ali and his friends wanted to <i>fishing</i> in a lake.  Last Saturday,	/	/	/	/

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as I went back  
home with my  
friends after  
*fishing* at the  
nearest pond,  
we saw Mei Lin  
and Siti planting  
flowers along  
the pond.

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3.	V + clause)	(adv	Ali and his friends take their rod, pail and bait back and go to the lake and <i>fishing</i> happily	-	/	/	/
			They <i>fishing</i> together while Saiful continued the story.				
			They promised to the two girl that they want Alya and Nia <i>fishing</i> together with their oneday.				

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The analysis on the extensions of the pattern *V* shows an interesting finding. Two types of extensions can be identified in Time 1. In Time 4, it increases to three types.



The presence of the extension pattern *V* + (adv clause) in Time 2 to Time 4 suggests that the learners are expanding their linguistic features over time.

Based on the answers to the second research question, it can now be seen that the learners are expanding their linguistic repertoire. This is shown through the usage of extensions of the patterns which suggest that learners are expanding a particular pattern with more information. Table 5.14 shows the development of the usage of extension.

Table 5.14 Development of the usage of extension

Verb	Pattern	Types of Extensions	
		Time 1	Time 4
GO	<i>V to n</i>	4	4
	<i>V prep</i>	1	2
SAVE	<i>V n</i>	3	3
SEE	<i>V n</i>	2	2
SHOUT	<i>V</i>	2	2
FISH	<i>V</i>	2	3

From the table above, it is clear that two out of six patterns increase in terms of the types of extensions used. The types of extensions for the pattern *V prep* for the verb GO and *V* for the verb FISH increases. A closer analysis of the patterns that share the same number of types of extensions in Time 1 and Time 4 (i.e., GO- *V to n*, SAVE- *V n*, SEE- *V n* and SHOUT- *V*) shows that the usage are increasing over time. Table 5.15 shows the percentage of use of the patterns with the same number of types of extensions.

Table 5.15 Percentage of use of the extensions

Verb	Pattern	Percentage of use of the Extensions	
		%	
		Time 1	Time 4
GO	<i>V to n</i>	17.3	20.4
SAVE	<i>V n</i>	9.8	5.5
SEE	<i>V n</i>	10.0	14.5
SHOUT	<i>V</i>	12.9	27.8

It can be seen that the percentage increases for the pattern *V to n* for the verb GO, *V n* for the verb SEE and *V* for the verb SHOUT. The only pattern that decreases is *V n* for the verb SAVE.

Based on the discussion above, it can be seen that learners are developing their linguistic repertoire. Two out of six patterns increase in terms of the number of types of extensions. As for the other four patterns, although the types of extensions remain unchanged over time, the percentage of use increases. The increasing number of types of extensions used and the percentage of use of the extensions suggest that learners are expanding their linguistic resources over time.

#### 5.4 Contribution to the Field of Corpus Linguistics and Second Language Acquisition

This study examines the development of learner language over time. As discussed in Chapter 1, this study respects the natural learner language use which Chau (2015) mentioned as a valid human language instances thus should be equally respectable.

Hence, this study did not take errors as errors. In fact, it is considered as innovative language use whereas native-like language use is considered as conventional (see Chau, 2015). The development of learner language has been examined in this study. The findings suggest that it is a rather complex process in which the learners seem to develop to be using the language in a conventional way. However, there are still elements of innovative language use that can be seen in the learner language production.

This study has shown that the development process of learner language is rather a nonlinear process. Learners do not necessarily develop to be using the language according only to the conventional linguistic norm as the native speakers. It can be seen through this study that learners are also innovating their language use. For example, in the analysis of the verb GO, the pattern *V n* which reflects innovative language use suggest that the learners have their own way of using the verb. It is used in Time 1 and Time 3. The pattern *V n* is used to express two senses in Time 1 and two senses in Time 3. Apart from that, the pattern *V to -ing* is also an instance of innovative pattern that was shown by the learners. It was used in all four data sets making it an interesting observation due to its consistent existence in the types of pattern of use. Another example of innovative language use discovered in this study is the pattern *V to-inf* in the analysis of the verb SHOUT. It is an innovative pattern of SHOUT used by the learners in the subset of LoCLaNT. This is the evidence of what is said to be an innovation in terms of the pattern of use of the verb SHOUT. Although some may interpret instances like “They promised to not to go the river again” as error, this study take it as innovation produced by the learners. It is a natural human language and should be respected as it is.

Learner language is shown to be developing in the direction of conventional language use. Some interesting observations can be made which highlight that the learners are moving towards the conventional norm of using the language. For instance, the pattern *V-ing* and *V to-ing* in the verb GO. What differentiates these two patterns is the presence of the preposition „to“ that is used after the verb GO. *V to-ing* (e.g., go to fishing) is considered as innovative whereas *V-ing* (e.g., go fishing) is considered as conventional. Here, the movement of the language development seems to be becoming conventionalized over time. This is due to the usage of both patterns that shows an increase of *V-ing* and a decrease of *V to-ing*. The percentage of use of the pattern *V to-ing* decreases from 9.6% in Time 1 to 5.5% in Time 4. On the other hand, the percentage of use of the pattern *V-ing* increases from 12.2% in Time 1 to 17.6% in Time 4. A similar situation can also be noticed in the pattern *V n from* in the analysis of the verb SAVE. Two types of usage of this pattern can be seen. Those two types are *V n from* + (noun) such as, “saved the girl from drowning” and *V n from* + (verb) such as “saved the girl from drowned”. *V n from* + (noun) are instances of conventional language use whereas *V n from* + (verb) are innovative language use. The percentage of use of the pattern *V n from* + (verb) decreases from 7.3% in Time 1 to 2.2% in Time 4. On the contrary, the pattern *V n from* (noun) is not used in Time 1. The percentage of use of the pattern *V n from* + (noun) increases from 0% in Time 1 to 5.5% in Time 4. These two examples illustrate that the learners are developing to be using the language in the conventional manner.

Learner language development appears to be rather complex in this study. The developments of both innovative and conventional patterns are mostly not consistent. Table 5.16 shows the developmental pattern of the innovation made by learners.

Table 5.16 Developmental pattern of innovative language use in the subset of LoCLaNT

Verb	Pattern	Time 1		Time 2		Time 3		Time 4		Developmental Pattern
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	
GO	V n	2	1.8	-	-	3	2.5	-	-	No consistent pattern
	V to-ing	11	9.6	6	4.8	9	7.6	6	5.5	No consistent pattern
SHOUT	V to-inf	-	-	-	-	2	5.5	-	-	No consistent pattern

It can be seen in the table above that all innovation made by the learners have no consistent developmental pattern. Hence, it suggests that the development of innovative patterns appears to be inconsistent and unpredictable.

On the other hand, for the conventional patterns, 12 out of 15 have no consistent pattern. Table 5.17 shows the developmental pattern of conventional pattern in LoCLaNT.

Table 5.17 Developmental pattern of the conventional language use in the subset of LoCLaNT

Verb	Pattern	Time 1		Time 2		Time 3		Time 4		Developmental Pattern
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	
GO	V to n	55	47.7	66	52.4	54	45.7	53	49.0	No consistent pattern
	V + adv	25	21.8	29	23.0	19	16.1	19	17.6	No consistent pattern
	V prep	5	4.3	6	4.8	13	11.0	10	9.1	Three-phase pattern
	V -ing	14	12.2	19	15.1	15	12.7	17	15.7	No consistent

									pattern	
	V to-inf	3	2.6	-		5	4.1	3	2.8	No consistent pattern
SAVE	V n	38	92.7	41	85.4	62	91.2	83	92.2	No consistent pattern
	V n from	3	7.3	7	14.6	6	8.8	6	6.7	No consistent pattern
SEE	V that	23	57.5	35	61.4	31	64.6	46	66.6	Expansion pattern
	V n	15	37.5	18	31.6	17	35.4	23	33.3	No consistent pattern
	V wh-	2	5	4	7	-		-		No consistent pattern
SHOUT	V for n	17	54.9	22	61.1	27	62.8	17	47.2	Three-phase pattern
	V with quote	8	25.8	8	22.2	5	11.6	5	13.9	No consistent pattern
	V	6	19.3	4	11	11	25.6	14	38.9	No consistent pattern
FISH	V	25	100	46	92	30	100	42	100	No consistent pattern
	V n	-		4	8	-		-		No consistent pattern

From the table above, it is clear that most of the most of the patterns have no consistent developmental pattern. Only three patterns have identifiable developmental pattern. *V prep* (for the verb GO) and *V for n* (for the verb SHOUT) have the in the three-phase developmental pattern. The only pattern that shows expansion developmental pattern is *V that* (for the verb SEE). This suggests that the development of the conventional patterns used by the learners is also inconsistent.

It is also important to highlight the extensions of patterns shown by the learners. In all five verbs analyzed, there are patterns that are expanded with additional clause. An interesting observation can be seen in the analysis of the extension of the pattern *V n* in the analysis of the verb SAVE. The percentage of the core pattern, *V n*, appears to be decreasing from 68.3% in Time 1 to 62.2% in Time 4. Apart from that, the extension pattern *V n* + (wh- clause) is only used in Time 1 and Time 4. The extensions *V n* + (that clause) and *V n* + (adv clause) are used in Time 3. It can be seen that different types of extensions are used in different point in time. Another interesting example of extension is the extension pattern of *V* in the analysis of the verb SHOUT. The percentage of use of the extension *V* + (adv) (e.g., Aminah *shouted* loudly as loud as she can.) increases rapidly from 12.9% in Time 1 to 27.8% in Time 4. This illustrate that the learners are expanding their language use from time to time. The expansion in terms of sense in the verb GO also suggests that the learners are broaden their language use over time. The findings suggest that the verb GO is used in four senses in Time 1 whereas in Time 4, it is used in five senses. Learners appear to be more developed and can expand the sense of the verb GO over time. They are establishing greater association between form and meaning by adding more details to their statement. In other words, learner language is developing from a simple to more complex phrases. This is in line with what Ortega (2015) mentioned as the possibility to observe language development through writings via the syntactic complexity that the learners deploy.

Different findings are expected if this study carries the perspective of considering errors as errors (see Chau, 2015). To illustrate this, let me use the pattern *V to-ing* in the analysis of the verb GO as an example. As discussed above, this is an innovative pattern that is used in all four data sets. If this pattern is considered as error, then the

development of learner language will appear to be static. This is due to the same errors are repeated throughout the whole longitudinal data analysis. Looking at the developmental pattern of learner language, it has been shown that there is no consistent pattern of development. Only three out of the total of 18 patterns analyzed has the development that is consistent. Through analyzing learner corpora and native speaker corpora, the properties of interlanguage could be gathered. Leech (1998, p.20) mentioned that such studies could lead to uncover the “features that is typically overused or underused, in addition to those which are misused by language learners”. However, the findings of present study leave me with a question. If there is no consistent developmental pattern in the learner language, then how do we measure the development? One simple answer to this is through accepting errors as innovation made by the learners. By doing this, the movement of the learner language development can be traced. The findings of this study suggest that learners are developing towards conventional yet there is innovative language use that is consistently used. On the other hand, by considering error as an innovation, a bigger picture of learner language development can be seen. A new pattern of GO emerges upon analyzing the learner language production. This gives the privilege to the learners to be honored as a legitimate language user.

Accepting errors as innovation would leave a huge impact to illustrate a clearer picture of learner language development. This study has shown that learner language is indeed developing in the direction of conventional language use yet still carries the innovative elements. Learners also appear to be expanding their linguistic repertoire over time. However, the development of learner language is not that simple. The developmental pattern is not consistent, making it a rather complex and dynamic



process (see Chau, 2015). Learner language development can be viewed as a confound process. Analyzing learner language development is like solving a puzzle. Every piece is important and should not be neglected to complete the puzzle. The same situation could be seen in analyzing learner language. This is the reason why errors should not be neglected and in fact, should be appreciated as an innovation to enable us to see the bigger picture of learner language development.

### **5.5 Implication for Future Research**

Several implications for future research can be gathered from this study. Firstly, this study only looks at word lemma. In other words, it did not treat different word forms (see Sinclair, 1991; Hunston, 2007) separately. Perhaps the word form may leave an impact on the patterns. Secondly, as mentioned in Chapter 1, this study only analyzes a rather small corpus. If a larger corpus is used, the findings will be more exciting and concrete. Apart from that, the scope of this study is only the top five most frequent action verbs. Many more interesting findings could be uncovered by analyzing a different set of words. Other than that, the type of corpus also plays an important role in the findings of the study. As discussed in Chapter 3, this study uses LoCLaNT as the corpus to be studied. The texts written by the participants are narrative texts in which the participants were required to write narrative text according to the pictures provided. Therefore, the theme of the texts is the same. This leaves an impact on the analysis of the sense of the verbs analyzed. Those verbs are always limited to the similar scope of meaning. Perhaps future research could incorporate several corpora to analyze the development of the sense of a particular word.

## 5.6 Conclusion

This corpus based study suggests that language development is a complex process in which it is rather unpredictable. In the process of language development, learners not necessarily develop to be able to use language in the conventional way. It is in line with the notion that language development is a nonlinear process (e.g., Beckner, 2009; Larsen-Freeman, 2011; Ellis, 2011). Even by working with a small corpus, this study opens up a way to study learner language development to uncover the development of learner language over time. If the corpus size is bigger, more interesting findings will be uncovered. The analysis would be more exciting because the data is bigger and stronger. However, it is also worth to note that it is not an easy task to analyze the data. A total of 43256 words were analyzed and 1972 concordance lines have to be studied in details in order to complete the analysis. Numerous studies have been conducted to analyze language development. In the case of learner language development, many more studies are needed in order for it to achieve a certain status in the field of applied linguistics. It is not just a deficit version of the native speaker of the language as proposed by Selinker (1972). This study has shown its capability to illustrate language development over time. Hence it opens up to a much more possibilities of in depth study of learner language development.

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## APPENDIX

In not fewer than 100 words, write a story based on the pictures below. Make your story as interesting as possible.



[Source: Abd. Samad et al., 2002]