

1. Record Nr.	UNINA9910954196603321
Autore	Nesselhauf Nadja
Titolo	Collocations in a learner corpus // Nadja Nesselhauf
Pubbl/distr/stampa	Philadelphia ; ; Amsterdam, : John Benjamins Pub. Co., 2004
ISBN	9786612157004 9781282157002 1282157000 9789027294739 9027294739
Edizione	[1st ed.]
Descrizione fisica	1 online resource (344 p.)
Collana	Studies in corpus linguistics, , 1388-0373 ; ; v. 14
Classificazione	ES 875
Disciplina	418/.0071
Soggetti	Language and languages - Study and teaching Phraseology - Study and teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Based on the author's thesis (doctoral)--University of Basel, 2003 under title: Collocations in the English of advanced learners : a study based on a learner corpus.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Collocations in a Learner Corpus -- Editorial page -- Title page -- LCC data -- Table of contents -- Abbreviations -- Acknowledgements -- 1. Collocations in native and non-native speaker language -- 1.1. The role of collocations in language and language teaching -- 1.2. Previous research on collocations in learner English -- 1.3. Aims and scope of the study -- 2. Investigating collocations in a learner corpus -- 2.1. The notion of `collocations' -- 2.1.1. Definitions of collocations -- 2.1.2. Related concepts -- 2.1.3. Classifications of collocations -- 2.1.4. The definition of collocations in this study -- 2.1.5. The classification of collocations in this study -- 2.2. The question of norm in ELT and the notion of error -- 2.3. Learner corpora and the analysis of learner language -- 2.4. Data and procedure -- 2.4.1. The learner corpus used -- 2.4.2. The syntactic patterns considered -- 2.4.3. Determining the degree of acceptability of the combinations -- 2.4.4. Delimiting collocations from other types of word combinations -- 3. The use of collocations by advanced learners -- 3.1. Overall results -- 3.2. Deviations in the verb -- 3.2.1. Types and frequencies -- 3.2.2.

Deviations only involving simple verbs -- 3.2.3. Deviations involving phrasal verbs -- 3.2.4. Deviations involving prepositional verbs -- 3.2.5. Other deviations concerning the verb -- 3.2.6. Regularities in verb deviations across categories -- 3.3. Deviations in the noun phrase or prepositional phrase -- 3.3.1. Deviations concerning the noun -- 3.3.2. Deviations concerning the determiner -- 3.3.3. Deviations concerning noun complementation -- 3.3.4. Deviations in the preposition of the prepositional phrase -- 3.4. More global deviations -- 3.4.1. Stretched verb construction instead of the corresponding verb -- 3.4.2. Whole collocation inappropriate. 3.4.3. Deviations in the structure of the collocation -- 3.5. Deviations in collocations versus collocational deviations -- 3.6. Deviations involving collocations in non-collocations -- 3.7. Groups of deviations across categories -- 3.8. Further aspects of learner collocation use -- 3.8.1. Variation, repetition, and title recycling -- 3.8.2. The use of quotation marks -- 3.8.3. Coordination -- 3.8.4. Learners' use of adjectives in verb-noun collocations -- 4. Building material of non-native-like collocations -- 4.1. L2 building material -- 4.1.1. The use of L2 elements -- 4.1.2. The use of L2 chunks -- 4.1.3. The use of semantically or formally related elements -- 4.1.4. Blends of related L2 material -- 4.2. L1 building material -- 4.2.1. The influence of L1 elements and chunks -- 4.2.2. How and when L1 influence operates -- 4.3. Further building material -- 4.4. Relation and interaction of the different types of building material -- 5. Factors correlating with learners' difficulties with collocations -- 5.1. Intralinguistic factors -- 5.1.1. The degree of restriction of a collocation -- 5.1.2. The fact that a combination is a collocation -- 5.1.3. The fact that a collocation is a stretched verb construction -- 5.1.4. The syntactic pattern of a collocation -- 5.1.5. Congruence of a collocation in L1 and L2 -- 5.2. Extralinguistic factors -- 5.2.1. The circumstances of production -- 5.2.2. The learners' exposure to English -- 6. Implications of the findings -- 6.1. Summary of the findings -- 6.2. Implications for second language storage and processing -- 6.3. Implications for teaching -- 6.3.1. Exposure, consciousness-raising and explicit teaching -- 6.3.2. Selecting collocations for teaching -- 6.3.3. Principles of collocation teaching -- 6.4. Ways forward -- Notes -- Chapter 1 -- Chapter 2 -- Chapter 3 -- Chapter 4 -- Chapter 5 -- Chapter 6. References -- Appendix I -- Essays included in GeCLE and in S-GeCLE (marked with an asterisk) -- Appendix II -- Collocations occurring in the essays of three or more learners<sup>1</sup> -- Note -- Index -- The series Studies in Corpus Linguistics.

## Sommario/riassunto

Collocations are both pervasive in language and difficult for language learners, even at an advanced level. In this book, these difficulties are for the first time comprehensively investigated. On the basis of a learner corpus, idiosyncratic collocation use by learners is uncovered, the building material of learner collocations examined, and the factors that contribute to the difficulty of certain groups of collocations identified. An extensive discussion of the implications of the results for the foreign language classroom is also presented, and the contentious issue of the relation of corpus linguistic research and language teaching is thus extended to learner corpus analysis.