



Particles in English Phrasal Verbs: The Case of ‘Up’, A Corpus Based Study on the Use of Phrasal Verbs by Pakistani Learners of English

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ABSTRACT This study aims to analyze the potential effect of the most frequently used particle ‘up’ on the lexical aspect categories of the verbs. This quantitative study explores the percentages at which the main verb suffers the lexical aspectual change induced by this particle in the corpus comprised of essays written by Pakistani English Language Learners. Software AntConc. is used to calculate the frequencies and (statistical) analysis of the particles utilized by Pakistani ELLs so that it can reflect the contemporary state in this field. The results reveal that 6.1 percent of verbs hold the activity feature: these activity verbs lead to becoming achievement verbs (50.4%) or accomplishment verbs (43.5%). It is generally agreed that idiomatic expressions, including phrasal verbs, present great difficulties for language learners. Various reasons include the nature of phrasal verbs themselves, as well as cross linguistic factors.

INTRODUCTION

In Pakistan, vocabulary is considered as one of the important components of language syllabi. However, it is generally observed that single-word units are given more emphasis in both teaching and learning of language than multi-word units (here in after MWUs). Studies have revealed that, these multi-word units hold an integral importance in language learning process. Despite the significance of this language manifestation for successful language learning, previous studies have revealed that often, a lot of language learners face difficulty with word combinations. Acknowledging the vital role of MWUs in language learning, this paper will represent some preliminary findings from on-going research into the use of MWUs, especially in the use of phrasal verbs (here in after PVs), by Pakistani learners of English, particularly the case of Particle ‘up’ will be highlighted. An analysis of the lexico-grammatical behavior of selected PVs with particle up from a corpus of English produced by Pakistani English learners is analyzed. The paper discusses the pedagogical im-

plications for the teachers and learners of PVs in Pakistani English classrooms.

Aim of the Study

The aim of the paper is to explain what kind of impact particle *up* has on lexical verbs in different sentential contexts. The (statistical) analysis is performed on the corpus provided from the written essays of Pakistani Language Learners. The corpus database includes a Pakistani content of International Corpus for Learner of English (ICLE) compiled by Mahmood (2017) and it consists of 187 examples of the sentences having the finite verbal forms with particle *up*.

The focus of this study is on phrasal verbs (phrasal verbs are a two-part combination of both a lexical verb and an adverbial particle) investigating multiple ways in which the particle “up” effects on the properties of verbs, to which this particle is added, in terms of its lexical aspects. The generalized definition of lexical aspects is suggested by Comrie (1976: 3), which states that “aspects are different ways of viewing the intertemporal constituency of a situation”.

Literature Review

Procedure of Language Production is complex and difficult and it is such a fact which can-

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not be ignored while exploring various aspects of a language. Jackendoff (1994) proposed an idea that lexical items are not only stored in human mind, but the pattern of the words are also saved, these word patterns lead to an explanation in the order of pre-existing word orders of a language construct in general and as a whole too. In other words, it can be deduced from this claim by Jackendoff that grammatical rules are in reality a mere representation of word order and lexical patterns stored in human mind and this retention of word patterns supplies a basis for the “language buildup – language construction”. Furthermore, it was also claimed that children usually acquire these lexical patterns also known as innate grammar, which resides in the unconscious knowledge of young individuals, while only the yield of language stays in the conscious mind (Jackendoff 2007).

The highly, inventive and creative nature of language was explored and explained by Chomsky (1965) when he stressed that it is the human nature to be creative with language where humans have this ability to create unique structures, build newer sentences, and piece together old patterns to form new language patterns which may have never been created before, which may have never been heard or spoken earlier; this utilization of stored patterns is also called as the use of Universal Grammar - stored in the brain which is an innate ability among humans.

Hence, from this perspective, the originality of a language is the unique characteristic and is attributed to its innovativeness. This creative nature of a language provides a chance to humans, where they may express themselves under any number and type of situations with any way they choose to, or deem appropriate (Chomsky 1965).

Languages of humans are differentiated by their potential of being innovative and creative. Unfamiliar sentences that have never been constructed previously, never uttered or listened before can certainly be produced or verbalized given that the set of grammatical rules and syntactic patterns of a large set of lexical items are provided for coalescing (Chomsky 1965). Many Linguists have been explaining for many years now that this system of generating an infinite set of context-free sentences forms a finite gram-

mar and gives room to users for being creative (Akmajian 1984; Trask 1995).

In accordance with Comrie’s perfectivity “it is an indication of the view of a situation as a singular whole, without the differentiation of the various distinct phases that construct the situation”, while imperfectivity “looks internally at the situation, and as such is crucially concerned with the internal structure of the situation” (Comrie 1976).

Verbal situations, also known as lexical aspects, can be affected in terms of its characteristics due to the addition of particle and particle itself can also directly affect these lexical aspects and their characters. Comrie (1976) made the distinction between aspect and lexical aspect drawing on following two quite different ways at the very least. The first distinction is in fact that aspect is the “grammaticalization of the relevant semantic distinctions, while lexical aspect represents lexicalization of the distinctions, irrespective of how these distinctions are lexicalized; this use of lexical aspect is similar to the notion of inherent meaning” (Comrie 1976: 6-7). The second distinction, is utilized by most Slavists, is “between aspect as grammaticalization of the semantic distinction, and lexical aspect as lexicalization of the distinction provided that the lexicalization is by means of derivational morphology”.

Phrasal verbs have always presented a challenge for linguists. The structure and traits of phrasal verbs hold a complex scheme of an area of study within English language and in other languages as well. This study has kept this in account that the native (National) language of Pakistani English language learners is devoid of such structures (known as phrasal verbs in English). Thus, it becomes a challenging area in the field of teaching and learning of English language when Urdu does not offer any equivalent counterparts of phrasal verbs, which led to the necessity of observing and elaborating in certain in lexical aspects, and levels of idiomaticity. Authors like Sinclair (1989) have discussed the factors that influence the avoidance or difficulty of mastering phrasal verbs: (1) the existence of a large number of phrasal verbs; (2) the multiple meanings and inferences associated with an individual phrasal verb; (3) the structural difficulty and syntactic complexity of phrasal verbs

(for example, the transitive/intransitive dichotomy, tense and aspect requirements); (4) cross-linguistic differences (for example, the absence of phrasal verbs in the learners' mother tongue; and (5) poor textbook presentation. Gardner and Davies (2007: 347) confirm the ubiquity of phrasal verbs by stating that "learners will encounter, on average, one [phrasal verb] in every 150 words of English they are exposed to".

Aside from the colossal number of English phrasal verbs, local speakers likewise make new ones easily and often (Bolinger 1971). The sheer number of phrasal verbs may overpower L2 students who can't choose which ones to learn. That is the reason language specialists need to build up the handiness of phrasal verbs as far as the students' targets and learning settings and regarding their recurrence of events. Since the recurrence of phrasal verbs gets enlisted, particular, ESP students ought to get comfortable with the most widely recognized phrasal verbs in their field of study. Moreover, as pointed out by Biber and Reppen (2002: 200), explore discoveries are not joined into dialect training materials and the substance of a schedule for the most part depend on "the writer's gut-level impressions and narrative proof of how speakers and journalists utilize the dialect". Another basic feedback leveled against course reading introduction is that it gives students overpowering arrangements of phrasal verbs together with their comparing definitions and the training is generally founded on coordinating or holefill works out (Darwin and Gray 2000; Gardner and Davies 2007; Evans and Tyler 2005). Since phrasal verbs are exhibited as unanalyzable vocabulary things and there is no express treatment of the spurred idea of particles, L2 students are required to remember the implications of phrasal verbs without making any applied thought.

Telicity, stativity and length are the highlights based on which Vendler (1967) figured his best known and generally utilized arrangement of lexical perspective classifications into states, exercises, achievements and accomplishments (extend by a class of semelfactives (Smith 1991). The particles "affect on lexical verbs" lexical angle has been associated fundamentally to the element of telicity (the presence of an objective). As Novakov inferred, "this objective could be shown by the nearness of the immediate pro-

test, word intensifying molecule or other syntactic components" (Novakov 2008: 52). The telicity of particles can be diagnosed in a few different ways, because of Verkuyl's (1972) and Brinton's (1988) take a shot at telic perspective (for instance, for X time/in X time test; the word intensifying expression for X time communicates length (atelic), though in X time demonstrates that the activity or occasion has an endpoint (telic).

Concerning resultative importance of phrasal verbs Brinton recognizes the thought of result from that of telicity, noticing that particles "may include the idea of an objective or an endpoint to durative circumstances which generally have no essential end" (Brinton 1988: 168). Brinton additionally guarantees that "verb particles in Modern English capacity as markers of telic lexical perspective" (Brinton 1985: 158), that is, that "an atelic circumstance can be made telic by methods for verbal particles, for example, out, off, about, and so on" (Kardela 1997: 1483).

Cappelle (2005) underlined and upheld Brinton's guarantee that not all particles are markers of telicity. A few particles (on, along, and away, for example) can express iterative viewpoint or continuative perspective. Additionally, some ordinarily telic particles (down, off, out and up) don't generally yield a telic occasion, contingent upon the conceivable option of adverbials for X time type.

State verbs like know, trust and look like are not normally pursued by the particles, as Fraser (1976), Bolinger (1971) and Brinton (1985) watched demonstrating particles' telic nature. Bolinger sees that particles may happen with 'be, have, and other typically stative verbs' when they are in reality non-stative or when the particles allude to a resultant condition. "When all is said in done, the lexical angle classification of state is incongruent with the idea of objective inalienable in particles. States are durative and start and end, yet they can't pave the way to an end or peak; they include no change or movement" (Brinton 1985: 165).

At last, the researchers thought to make reference to that the countable/uncountable characteristics of subjects or questions have for some time been perceived to impact verbs' aspectual meaning. Brinton asserts that "if the contention of the phrasal verb is either a mass

thing, an aggregate thing, or a plural tally thing, the particle may contribute a distributive or iterative aspectual significance to an accomplishment verb” (Brinton 1985: 165).

METHODOLOGY

Now that the entire key terms to be used in this study have been mentioned and explained accordingly, and an overview of the recent updated research in the same area has been given, the real objective of the paper needs to be dealt in this section, which is: the effect of addition of a particle on a verb, and if the particle is not added to a verb, what properties of the verb change or remain unchanged in terms of lexical aspects.

General categories of lexical verbs by Vendler explained in the previous section (activity-Vact, state-Vst, accomplishment-Vacc, achievement-Vach, semelfactive-Vsem) are discussed.

The procedural analysis of classification of each verb attached with the particle *up* in accordance with the analytical procedure in accordance with its aspectual and lexical aspect is based on the above mentioned diagnostics. This categorization was made by placement of each verb in the minimalist framework of syntactic structures in order to limitize the effect of other components of sentence structures on the lexical aspects of sentence. However, the induction of this procedure resulted in the observation of a general pattern that when some verbs are found in different contexts, they differ in their interpretation of lexical aspects. This group of verbs (*bring, get, put, set* and *take*) when studied in the corpus were categorized as ambiguous (Vamb) stating that in minimal framework of syntax.

After this organization of phrasal verb in groups based on their type of lexical type, each verb element was studied in connection with other elements of sentences in the examples found in the corpus. A comparative study of each sentence was conducted in terms of properties of lexical aspects, in order to assess the effect of particle *up* on the sentence structure.

RESULTS AND DISCUSSION

Telicity of Phrasal Verbs with Particle Up

First, an investigation was carried out on the phrasal verbs found in the corpus, and it was

noted that all of them can be associated to different categories when seen without their association to the particle *up* when seen through the perspective of lexical aspects (see Table 1).

Table 1: Lexical aspect category of verbs combined with UP

<i>Lexical verbs → Phrasal verbs with particle UP</i>	<i>Number of examples</i>	<i>%</i>
Activity → Achievement	57	30.7
Activity → Accomplishment	49	26.1
Achievement → Achievement	37	19.7
Ambiguous→! Accomplishment/Achievement	22	11.9
Semelfactive→ Achievement	9	4.7
Activity → Activity	7	3.7
Accomplishment→Accomplishment	5	2.6
State→ Achievement	1	0.6
Total	187	100

It was found out that only 6.1 percent of examples of lexical verbs held the feature of activity containing the lexical aspect. (+duration, -stativity, -telicity). Majority of these activity verbs lead to becoming achievement (50.4%) or accomplishments (43.5%), as can be seen in Table 2.

Table 2: Activity verbs combined with UP

<i>Activity lexical verbs→ Phrasal verbs with particle UP</i>	<i>Number of examples</i>	<i>%</i>
Activity →Achievement	57	50.4
Activity →Accomplishment	49	43.5
Activity →Activity	7	6.1
Total	113	100

Thus, it can be inferred that most of the examples extracted from the corpus belonged to the group of activity lexical verbs, and with the addition of particle *up* at the end of those lexical verbs makes them atelic phrases of verbs – that is to say in a simpler version that the whole feature of lexical verb changes into phrasal verb with only a mere addition of *up*, in terms of features the conversion of minus telicity to plus telicity is referred to (/telicity/ into /+telicity/). Brinton’s proposition of function of particles as lexical telic markers was contributed by exam-

ples of perfect aspect, perfective aspect, imperfective aspect making up the data (the numbers in brackets refer to the file numbered in the sourced corpus):

- (1) This is perhaps a boon rather than a bane for it saves them from being swallowed *up by* the electronic media. (PAGS1006)
- (2) When the coal or oil is mixed you have *dig up* the earth a little. When you *dig up* the fossil fuels you *dig up* the methane as well. (PAUF1015)
- (3) The earth climate has always been changing. Only 20,000 years ago, much of Northern Europe was still *covered up* to three Kilometers thick! (PAGF1023)

However there are still 6.1 percent of activity verbs that do not change lexical aspect category when the particle *up* is added, that is, they retain the feature /-telicity/:

- (4) In September 1999, Mars Climate Orbiter *burned up* upon approaching Mars. (PAVL1015)
- (5) Media is not playing any role. It is not *showing up* its ruthlessness they are trying to hide its fierce face. (PACJ1003)
- (6) Well if you compare it to an annual system, it keeps students busy all year round with the same level of burden instead of the *pillling up* of work at the end of the year. (PAGF1068)
- (7) A common person usually *awakes up*, checks the TV news or newspaper, goes to work enjoying the day with his/her family in free time. (PAGF1019)

Hence, it was considered of vital importance for this present study to look at these verbs not only in isolation but examine them in their sentential context so that a deduction can be inferred as to why these verbs do not function in the same behavioral pattern displayed by most of the other verbs.

After an in depth study, it was summed up that most verbs placed within sentences relate to the progressive aspect when they are in telicity of neutral zone. Brinton (1988: 39) explained the link between progressive aspect and activity lexical aspect (duration and dynamicity) and their compatibility in the most suitable and appropriate "the progressive aspect views a situa-

tion as ongoing or developing and as being continuous and incomplete in the time frame considered".

For instance, in example (7) the particle *up* supplies a condition of endpoint, and thus, it should reflect the action in its full completion, that is to say that *up* makes an addition of telicity feature to the verb "awakes". However, the verb "awakes" in this example represents a continuous action, and is categorized under the group of progressive aspect and expresses an action is continuity within the provided framework. Similarly, if example (4) is taken into consideration, the particle *up* is required to achieve the finishing of the activity, meet its endpoint and gain its goal, which is; "burned up" – the burning of satellite to an extent that nothing remains afterwards. However, this example contradicts this completion module, and is giving an indication of an activity which is still in progress and hasn't reached its full potential yet; thus, the action presented in this example is still incomplete and while the idea in the text continues, so does the action and all of this displayed via the use of progressive aspect. Finally, it can be stated that along with the progressive aspect, atelic situations can also be seen as ongoing procedure and that the phrasal verbs which express activities in the current situation are like structures.

In the progressive aspect, particular conditions in syntactic patterns are studied under neutral feature of telicity. The effect of durative phrasal verbs is neutralized, when it is seen linked to plural subjects, and are studied as iterative, which means that the unspecified plural/mass object are aimed to become neutral as well. Progressive aspect is conjoined with unspecified plural objects which in turn become the cause of activity/action in continuum with its ultimate agenda, without achieving its completion; by completion a neutralized effect is both referred to and aimed at; this phenomenon is explained via following examples:

- (8) Media has played a significant role in *flaring things up* in the public emotion against America. Terri. (PAGM1002)
- (9) The live reporting by the media correspondents from the site of the war field where large scale destruction has been

caused by American attacks and the wailing and cries of the innocent victims is further *flaring up* the flames of hatred. (PAGM1002)

The activity/action verb *flare* is converted by particle *up* into accomplishment aspect which is illustrated in the above example (8). However, this example clearly shows that the neutralization of activity verb is a feature which is attained by the unspecified nature of plural nouns and noun phrase in this case *things*. In this sense, the phrasal verb *flare up*, features the telicity of progressive aspect which is neutralized and thus gives an impression of achievement.

Furthermore, the non- progressive aspect of phrasal verbs do not change with the addition of particle *up*, it does not change its feature of activity or lexical aspect and statistics represent the existence of this phenomenon at a rate of 16.6percent. Thus, a semantic analysis was carried out on the examples of lexical verbs found in the corpus. Based on this analysis, a deduction was made that all the said lexical verbs convey the meanings through position of body or via space, while maintaining circumstances and situations as well. The particle *up* seems simply to make explicit what is previously mentioned in the verb (*heats up*), implying that the semantics of lexical verbs greatly affect these phenomena.

For example:

- (10) As the battle *heats up* the partners get more and more angry saying mean things about each other. (PAUF1009)

An interpretation of atelic in nature is elaborated for *X* time by combination of non- progressive aspect of phrasal verbs with the adverbials for the other examples of this kind:

- (11) Critics argue that animals are unable to enter into a social contract or make moral choices, and for that reason cannot be regarded as possessor of rights apposition *summed up* by the philosopher Roger Scntion who that only humans have rights. (PALW1039)

Particle Up with State Verbs

Brinton's claim was proven by the corpus which related the non-occurrence of state verbs with the particles, and it made a confirmation perfective aspect is not marked by this relation

of particles. The single state verb conjoined with particle *up* used in the corpus puts forward an explanation of the nature of particle as telic and favors this reasoning.

- (12) They *use* to give Zakkat and they don't *take up* habit of pride. (PAVL1008)

The use of state verb *take* holds a root meaning of '*get hold of*', however, in the above example, the implied meaning of *take* is adoption of a particular habit, and thus, it manifests the semantic notion of the state verb *take*. Similarly, if the first clause of the example is taken into consideration, the used state verb is *use* and its root meaning is the semantic notion of '*utilization*', but this meaning is not referred to in the given example (12). By demonstrating the semantic notion of current practice in this particular example, this implies the change of state or motion, so that the use of the lexical verb demonstrates the dynamic interpretation (activity) providing compatibility with the *up* particle.

Particle Up with Accomplishment and Achievement Verbs

Occasionally, the ground level of lexical verbs overlap the corresponding elements of semantics in combination of particle *up*, as is in the case of "*lived up*", *making the impression of particle* relatively redundant. Following naturally telic occasions, the particle *up* in these cases, be that as it may, isn't repetitive considering its capacity of focusing on the end state of that telic occasion and emphasizing the viability of the activity. Notwithstanding whether the essential lexical verbs are achievements or accomplishments, that is, /+telic/(add up to 29.8%), examination results of this study (Table 1) proves that the particle *up* does not have any impact on the lexical aspect category of these verbs.

- (13) Only a handful of countries has actually *lived up* to their word. (PAGF 1038)
 (14) She *picked up* the pen, turned over the paper he'd written on, and this is what she wrote: (PARJ 1001)

Most of the stated examples with the combination of both verb and particle *up* display a semantic notion of a complete action. In certain instances, where progressively employed achievements are taken in to consideration, the progression of action is seen as progressing to-

wards the aim without actually obtaining it. In addition, plural/mass objects which are unspecified are studied with their goals of neutralized accomplishment, in other words the accomplishments can be seen as iterative if plural subjects are seen preceding the particle (or followed by a specified plural object) as in this example:

- (15) But in The real word marriages are made up of The little Things- taking out The trash *Picking up* The kids from school. (PAGJ 1007)

Phrasal Verbs with Particle Up, Aspect and Telicity

It can be seen in the Table 3, that the most frequent feature found in the phrasal verbs with particle *up* is its Telicity (88%). This feature is acquired by the verbs of atelic nature with an addition of particle *up* (70.3%) or in other case, this telic nature of verb can be withheld or at times heightened by the verbs with addition of particle *up* converting its nature to telicity (25.4%).

Since it is an established fact, that verbal situations become influence of verb upon inclusion given that their description is made comprehensively. Moreover, the function of particles attached to phrasal verbs is significantly influenced by its aspectual frame (grammatical). Other than the interaction of progressive aspect (telic nature), perfect or perfective aspects of phrasal verbs also occur. The endpoint of a phrasal verb can be attained if they are viewed as a singular whole entity in a situation with phrasal verbs of telic nature in a perfective aspect. On the other side, an ongoing, continuous or incomplete situation is expressed by Imperfective aspect, despite the fact that the internal structure of the phrasal verb is telic in its nature:

- (16) This meant that there were many relatives of yours who had observed your potential spouse *grow up* and could give you wise advice about them. (PAAUF 1004)
- (17) When they are *grown up*, they have their own mind *set up* and then their marriage (which they are unwilling) brings hatred among them. (PALW1026)
- (18) It is not *showing up* its ruthless ness they are trying to hide its fieree face. (PACJ 1003)

A perfective telic situation in example (17) implies attainment of the terminal point of that situation – the repeating actions of growing up were completed at the specific time. The imperfective form (example (18)), however, carries no such implication denoting that a complete show of the ruthlessness is not displayed at the time referred to. Example (16) on the other hand, explains the progressive nature of a telic phrasal verb without the achievement of an endpoint.

The perfect aspect perceives a situation in respect to its resultant state. Regarding phrasal verbs telicity, the perfect aspect, therefore, expresses the realization of the endpoint, that is, the situation is completed in the past and is not currently going on, though it has some current relevance. The ideal perspective sees a circumstance in regard to its resultant state. As to verbs telicity, the ideal angle, accordingly, communicates the acknowledgment of the endpoint, that is, the circumstance is finished previously and isn't as of now going on; however it has some present importance, as in the following examples:

- (19) Because in *brought up* of children there is a big hand of mothers instead of fathers. (PAGW1008)

Table 3: Phrasal verbs with particle up and telicity

	<i>Act</i> → <i>Acc</i> <i>Act</i> → <i>Ach</i>	<i>Act'</i> → <i>Act</i>	<i>Ach</i> → <i>Ach</i> <i>Acc</i> → <i>Acc</i>	<i>Sem</i> → <i>Ach</i> <i>Sem</i> →! <i>Acc</i>	<i>St</i> → <i>Ach</i>	<i>Total</i>
Atelic→Atelic 4.2%	-	7	-	-	-	7
Telic→Telic 25.4%	-	-	42	-	-	42
Atelic→Telic 70.3%	106	-	-	09	1	116

(20) He has *brought up* artificial things for enjoyment and joy. (PACJ1002)

In this way, the understanding of particles' effect on lexical verbs ought to unavoidably incorporate linguistic perspective. Particle *up* generally stamps telicity (expressing just the nearness of objective as a piece of the lexical importance) however viewpoint additionally continues to that component guaranteeing that the objective is accomplished (with immaculate or perfective perspective) or indicating continuous and inadequate circumstances (with imperfective angle).

CONCLUSION

This investigation manages the inquiry: Which are the speculations that can be drawn about the effect that the particle *up* can have on the aspectual and lexical angle structure of the verbs it joins with? The extent of this exploration additionally incorporates the deliberate checking of (syntactic) conditions that can impact the particle's effect on the lexical verbs. Therefore, the study reached the accompanying resolutions:

1. Most of the lexical verbs have a place with exercises and in 88 percent of these precedents of the particle *up* adds an endpoint to atelic verb phrases, that is, changes the element/ - telicity/into/ +telicity/. In this way, the semantic highlights of the particle *up* were considered, and the general end that this particle marks telic lexical viewpoint was deduced.
2. Only 6.2 percent of action verbs don't change lexical perspective class when the particle *up* is included, that is, they hold the element/ - telicity/and in these models we saw the accompanying:
 - a. 16.6 percent of phrasal verbs in which the particle *up* does not change movement lexical perspective are in non-dynamic angle. Particle *up* does not achieve any lexical angle change to action verbs if that action verb and the particle have the coordinating semantic segment (sum up, bringing up, build up).
3. The corpus likewise shows that particles do not happen with state verbs

aside from when they are utilized in non-stative significance.

4. Particle *up* joined with achievement and accomplishment verbs focuses on the endstate of these verbs, that is, it does not influence their lexical angle classification.
5. Following the verbs with equivocal lexical perspective (bring, get, put, set and take), particle *up*'s capacities as a marker of telic lexical perspective (similarly as with other lexical verbs).

RECOMMENDATIONS

This investigation addresses the complex issue of how the properties of the particle *up* are connected to the aspectual and lexical angle structure of the phrasal verbs. This semantic field offers a wide assortment of research outcomes and a portion of the specified hypothetical ramifications are yet to be exposed to investigation. Thus, following recommendations are suggested:

- a. This research may be carried out on other corpora's, such as academic corpus or genre specific corpus to investigate the behavior of particle *up*.
- b. The spectrum of the study be widened by the inclusion of other English particles, their features, and behavior in sentences.

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