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题 目 高中英语作文中“做”类动词语义韵
对比研究——以 TECCL 语料库为例

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A Contrastive Study on the Semantic Prosody of Verbs with “Do” Meaning in English Compositions of High School —— Taking TECCL Corpus as an Example

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Abstract: Semantic prosody is an important research object in contemporary corpus linguistics. This paper aims to analyze the semantic prosody of verbs with “do” meaning (finish, complete, perform, accomplish, commit) based on Ten-thousand English Compositions of Chinese Learners (TECCL) and Corpus of Contemporary American English (COCA). Since the TECCL corpus contains the compositions of English learners from primary school, middle school and university, a corpus containing only middle school English composition is built, with the assistance of AntConc software to retrieve and analyze the corpus. It finds that some words may be overused or underused by high school students, while other words may be used with little difference from the native speakers; and that when using verbs with “do” meaning there are similarities and differences in semantic prosody between senior high school English learners and English native speakers. Some words show the same semantic prosody in TECCL and COCA, while others conflict on semantic prosody. This research aims to give suggestions to the application of semantic prosody in the teaching of English vocabulary and writing of senior high school.

Keywords: English compositions of Senior High School; TECCL; COCA; verbs with “Do” meaning

高中英语作文中“做”类动词语义韵对比研究——以 TECCL 语料库为例

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摘 要： 语义韵是当代语料库语言学中的一个重要研究对象。本文旨在基于中国学生万篇英语作文语料库(TECCL)和美国当代英语语料库(COCA)对“做”类动词(finish, complete, perform, accomplish, commit)进行语义韵对比分析。由于 TECCL 语料库中包含小学、中学以及大学英语学习者的作文，因此笔者自建了只包含中学英语作文的语料库，并使用 AntConc 软件进行处理分析。研究发现，高中生在使用某些词时存在过度使用或使用不足现象，而在某些词的使用上则没有太大差异。高中生在使用“做”类动词时，和英语本族语者存在语义韵的相似性和差异性。某些词在 TECCL 和 COCA 中具有相同的语义韵，而某些词则存在语义韵冲突。本研究旨在对语义韵在高中英语词汇和写作教学中的应用提出建议。

关键词： 高中英语作文；TECCL；COCA；“做”类动词

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I Introduction

Semantic prosody is one of the focuses of researches in corpus linguistics. It is a unique phenomenon of word collocation, revealing positive, negative or neutral emotional attitudes in the context (Louw, 1993). As a part of the language habits of native English speakers, it cannot be easily handled by English learners without the help of the corpus. In fact, in English vocabulary teaching of high school, teachers rarely mention semantic prosody, while students cannot use correct and authentic collocations in their compositions due to the lack of the consciousness of semantic prosody. With the progress of science and technology, the emergence of a large number of corpus retrieval software have greatly promoted the advancement of corpus linguistics. As an important research direction of corpus linguistics, the study of semantic prosody is of great significance to the teaching of English vocabulary and writing. Only the semantic prosody is used correctly, can students make their English expressions more accurate and authentic. Any use of semantic prosody which is too much or little is its misuse. Only corpus-based researches can make comparisons between English learners and native English speakers on the similarities and differences of semantic prosody, thus revealing the rules of using semantic prosody so as to help learners perceive and master the semantic prosody.

The research purpose is to study the semantic prosody of semantic primitive “do” and provide new ideas for the application of semantic prosody in English vocabulary teaching. One of the functions of language is to convey meanings, so the study of semantic primitives is of significant importance in semantic research. Wierzbicka (1972) points out that the semantic prosody of semantic motifs should be analyzed. He believes that all languages have verbs with “do” meaning and “happen” meaning. In fact, many people in China have paid attention to verbs with “happen” meaning, but verbs with “do” meaning are rarely studied. In the traditional vocabulary teaching and learning, teachers rarely introduce the knowledge of semantic prosody into the classroom, and high school students often misuse the semantic prosody of words.

This paper, based on TECCL and COCA, conducts a contrastive study of semantic prosody of five verbs with “do” meaning, that is, *finish*, *complete*, *perform*,

accomplish, and *commit*, in order to give teachers inspiration in vocabulary teaching, and help high school students more flexibly use English vocabulary.

The research of semantic prosody is of great significance to English teaching, especially in terms of vocabulary teaching theory and practice. Theoretically, the study of semantic prosody is the extension and development of the study of word collocation. Semantic prosody offers a new perspective of observing, researching and describing words. Through the retrieval of real language materials, the author's emotions and attitudes are clearly showed in the contexts, which is of instructive significance for the accurate grasping of the meaning and usage of English vocabulary. In practice, the study of semantic prosody based on corpus is of great significance to English teaching practice and easy to be put into practice. Teachers can retrieve the corpus, observe and analyze the results, summarize the rules of semantic prosody, and explain them to the students in the vocabulary teaching. Students can also use the corpus to retrieve the usage and collocations of words, which enables them to develop the consciousness of semantic prosody, better grasp the rules of using words, and enhance the ability to learn independently.

II Literature Review

This part shows the theoretical basis by the review of literature from four aspects, that is, corpora linguistics, semantic prosody, corpus-based English writing teaching, and the application of semantic prosody in English writing teaching. As a key topic in corpus linguistics, semantic prosody is important to vocabulary teaching, with much more attention of researchers attached to it.

With the development of technology, researches on corpora linguistics have become increasingly popular. In foreign studies, Douglas Biber, have carried out a series of researches on corpus since the 1980s. Swain (2000) reveals the position of corpus linguistics in contemporary linguistics field, including corpus design, corpus software development and the analysis of concrete characteristics in languages, which provides a bright direction for other corpus researchers. Tweedie (2000) clarifies corpora to analyze the figure of speech, such as: metaphor and hyperbole, as well as the discourse and historical advances of language. Under the assistance of using

computers, which is a reality to process numerous language materials in corpora, and put forward to several issues which is useful for the process of corpus design and provide language learners and teachers with good references. In domestic studies, researches on corpus linguistics start relatively late, but develop very rapidly and reach a relatively high level. According to Gao (2002) introduces the biggest feature of corpus is its instrumentality, which provides reliable materials for language research and there is a set of research methods that are constantly improved. Gong (2006) depicts us a detailed description and explanation in the research and analysis of English linguistics based on corpus.

Semantic prosody is one of the focuses of researches in corpus linguistics. In foreign studies, the discovery of semantic prosody is attributed to Sinclair. Although the term was not coined at the time, his discovery revealed a direction worth exploring. Sinclair (1991) finds that the collocations of “set in” and “happen” show strong negative semantic features. Louw (1993) points out it seems that “bent on” itself has no negative meanings, but the words cooccurring with it have negative meanings. If collocated with positive words, it will create an irony. Stubbs (1995) selects “sense” as the object to analyze its semantic prosody. He notices that the typical collocations of the word are “cancer, crisis, accident, delay, death, damage, trouble”. Hunston (2002) finds that the collocations of “sit through” are mostly words meaning “under pressure” and “long time”. Partington (2004) finds that the semantic prosody of “impressive”, whose collocations are often positive words like “achievement, talent, dignity”, is obviously positive. In domestic studies, scholars mainly conduct researches of vocabulary comparison. Wang (2005) makes a contrastive analysis of the semantic prosody of noun collocations of “cause” based on BNC and CLEC. He notices that Chinese English learners overuse the collocations of “cause” with positive meanings. Xiang (2008) makes a contrastive analysis of five English verbs with “promise” meaning, that is “promise, guarantee, pledge, assure, wear”, and five Chinese verbs with “promise” meaning, that is, “cheng nuo, da ying, bao zheng, fa shi, xu nuo”. Wang (2011) finds that compared with English native speakers, Chinese English learners overuse its positive collocations, underuse its neutral collocations, and misuse its negative collocations when using “provide”, while

for “supply”, its positive and neutral collocations are more often used, and its negative collocations are zero. Obviously, Chinese English learners don't have a good command of the semantic prosody of these two words, with certain aspects different from the native English speakers.

Corpus-based English writing teaching has been proposed by more and more researchers with the development of corpus. In foreign studies, Sinclair (2004) pointed out the necessity of corpus in the language teaching on the basis of the features of the way in which language is understood and presented. The suggestions about how to use corpora in language learning are given in the study. Yoon&Hirvela (2004) investigated the attitudes of students towards the application of corpus in English writing, and the research subjects are two class students who are taught the academic writing. It is proved that the corpus-based teaching is helpful to improve the students' English writing level. O'Sullivan (2010) conducted an empirical study in France, which explored that the corpus can serve as a means of improving students' writing skills, especially for their citation exercises. These studies demonstrate the role of corpora in teaching writing. In domestic studies, with the popularization of computers, corpus resources are becoming more and more accessible, some domestic researchers are attempting to adapt corpus to foreign language education. Zhou (2011) carried out corpus-based lexical teaching in non-English major class and proved that this method plays an effective role in college English writing. Chen (2014) applied corpus-based lexical chunking teaching to high school English classroom teaching and proved that students' composition scores improved significantly after the experiment. Wang (2020) discussed the application of corpus in academic English writing teaching, and the experiment proved that the method of corpus-driven learning is helpful to improve students' writing ability. In fact, current researches on corpus-based English writing teaching in China mainly focus on college students, so it is necessary to further explore how to take advantage of corpus-based methods in Senior high school English writing teaching.

The application of semantic prosody in language teaching has aroused broad concern among researchers at home and abroad. In foreign studies, Tribble (1998) points out that the semantic prosody plays an important role in writing teaching. Hoey

(2000) criticizes that the vocabulary of English textbooks cannot be applied to practical use. He points out that to learn how to use the word “chilly”, contexts of particular types, not the full-text contexts, should be studied. The researches of semantic prosody are very important for both English learners and English teachers. In domestic studies, Wu (2007) elaborates the specific application of semantic prosody in English teaching, such as the content of vocabulary teaching, the dimensions of comparing synonyms, and the teaching methods of vocabulary. Zhang (2007) stresses that the study of semantic prosody is significant for teachers and students, in that it helps students better understand language and distinguish synonyms, thus improving their pragmatic ability. Han and Fan (2007) discusses the causes of the conflicts of semantic prosody and gives the suggestions for foreign language teaching. Yang (2008) points out the significance of semantic prosody for vocabulary teaching and learning from three aspects, that is, the development of semantic prosody, case studies of semantic prosody and the contrastive study of semantic prosody. She points out that the semantic prosody reveals the connotations and collocations of words for language learners, and provides useful information for teachers’ vocabulary teaching, thus facilitating students’ vocabulary learning and enhancing their pragmatic awareness.

Organizing literature of corpora linguistics, semantic prosody, corpus-based English writing teaching, and the application of semantic prosody in language teaching, and the topic of this research is proved to be significant to English vocabulary and writing teaching. The review of literature helps to gather ideas and information, keep up with current trends and findings, identifies a conceptual framework, and develop new questions. For example, the relationship between studies are identified and potential direction, a rarely studied direction, that is, the study of semantic prosody of semantic primitive “do”, is discovered, leading to an access to unexplored ideas.

III A Contrastive Study on the Semantic Prosody of Verbs with “Do” Meaning

This part is the research design of this paper. In the first section of this part, the

research purpose is elaborated. The second section points out the research objects, that is, five verbs with “do” meaning. The third section is the introduction of investigation methods and research tools, including WordNet and AntConc4.1.0. The last section illustrates the research procedures in detail.

3.1 Research purpose

Semantic primitives are concepts that are universal, meaning that they can be translated literally into any known language and retain their semantic representation, and primitive, as they are proposed to be the simplest linguistic concepts and are unable to be defined using simpler terms (Wierzbicka, 1972). The famous natural semantic metalanguage theory proposed by Wierzbicka provides a new perspective for semantic analysis, that is, to analyze the semantic prosody of semantic primitives. Wierzbicka believes that there are semantic expressions with “do” and “happen” meaning in all language systems. In fact, many scholars have studied the semantic prosody of words with “happen” meaning. However, few scholars focused on verbs with “do” meaning from the perspective of corpus, let alone semantic prosody. By analyzing the semantic prosody of verbs with “do” meaning, the researches on the semantic prosody of semantic primitives will be enriched, with new corpora and data involved.

This paper aims at exploring the application of semantic prosody in Senior High School English vocabulary and writing teaching through the contrastive analysis of the semantic prosody of verbs with “do” meaning between Chinese English learners and English native speakers. In traditional vocabulary teaching, teachers rarely introduce the knowledge of semantic prosody, while Chinese English learners can hardly understand it from the lexical surface. In addition, the English dictionary doesn’t give a clear description of semantic prosody of verbs with “do” meaning, and sometimes the paraphrase in the dictionary may even mislead learners' perception of semantic prosody of lexical items. This will lead to Chinese English learners’ misuse of these words. Therefore, this paper selects five synonyms of verbs with “do” meaning, namely “*finish, complete, perform, accomplish, commit*”. Based on the TECCL and COCA, this paper conducts a contrastive analysis of the semantic

prosody of these five words. The results of contrastive analysis will be analyzed to check whether there are differences in the semantic prosody of these verbs in the two corpora, and then the reasons that lead to the conflicts will be revealed, so as to provide some suggestions for English vocabulary and writing teaching, and help Chinese English learners to use English vocabulary more decently.

3.2 Research subject

The research gives the concentration on the contrastive study of semantic prosody of verbs with “do” meaning. There are three reasons.

Firstly, Wierzbicka (1972) points out that all languages have verbs with “do” meaning and “happen” meaning, thus considered as semantic primitives and linguistic core, whose semantic prosody is of significant research value. Many people in China have paid attention to verbs with “happen” meaning, but verbs with “do” meaning are rarely studied.

Secondly, according to the analysis of language errors by some researchers, collocation errors can be divided into six categories: the collocation error of noun + noun type, noun + verb, verb + noun, adjectives + noun, verb + adverb, adverb + adjectives, among which, the collocation error of verb + noun type is of the highest. Therefore, this study focuses on the noun collocations of verbs with “do” meaning.

Thirdly, when selecting verbs with “do” meaning, WordNet is used to find the synonyms of verbs with “do” meaning. Then five verbs with “do” meaning are reached, that is, “*finish, complete, perform, accomplish and commit*”.

In Oxford Advanced Learner’s English-Chinese Dictionary, *finish* means “to stop doing sth or making sth because it is complete; to come to an end; to bring sth to an end”. *Complete* means “to finish making or doing sth; to make sth whole or perfect”. *Perform* means “to do sth, such as a piece of work, task or duty; to entertain an audience by playing a piece of music, acting in a play, etc; to work or function well or badly”. *Accomplish* means “to succeed in doing or completing sth”. *Commit* means “to do sth wrong or illegal”.

Besides, two corpora are involved in the research, that is, TECCL and COCA.

TECCL, namely, Ten-thousand English Compositions of Chinese Learners, developed by Beijing Foreign Studies University, is a corpus containing

approximately 10,000 compositions written by Chinese EFL students from primary schools, secondary schools and universities.

COCA, namely, Corpus of Contemporary American English, developed by Mark Davies, is a corpus containing 520 million, with several sub-corpora included, such as spoken, fiction, magazine, newspaper, and academic writing.

3.3 Research method

Due to the lack of the computer application, linguistic research mostly gets the data through traditional tedious manual analysis. As time goes by, computational linguistics is an interdisciplinary field researching the statistical and rule-based modeling of natural language. Corpus-based approach in stylistic analysis is one of methods computational linguistic, which is more accurate and more scientific. Most analyses and precise statistical is provided in this way. However, computer programs cannot satisfy the purpose for some cases and some manual works are carried out, even the methods of exemplification are applied to support this paper. Therefore, qualitative and quantitative analysis are made in our study. Corpus-based approach is a typical process of verifying the assumptions through containing large and principled collections of natural texts as the basis for analysis. It is empirical and depends on both quantitative and qualitative analytical techniques (Gao, 2002).

Quantitative analysis (Brier, 2011) is the empirical research where the data can be obtained through the quick and accurate calculation and it is represented by the form of numbers. The aim of the quantitative analysis is to detect variables that have already established and to see what existing hypotheses. In this research, quantitative analysis is used. For example, AntConc was used to analyze the frequency of five verbs with “do” meaning. AntConc, developed by Lawrence Anthony at Waseda University, is a corpus search and analysis software. It is a useful, powerful and multifunctional tool for analyzing corpus data because it can be used to retrieve collocations, keywords in context (KWIC), clusters, N-grams, and so on.

Qualitative analysis (Bruno, 2011) is also the empirical research. However, the data are not in the form of numbers. The aim of qualitative analysis is to examine variables for the future research. In this research, qualitative analysis is also used. For example, the research objects, that is, five verbs with “do” meaning are selected

manually with the help of WordNet. WordNet, developed by George Mille in Princeton University, is an English dictionary data system. It offers a semantic network of various semantic relations including synonymy, antonymy, hyponymy, hyponymy, and so on. Another case in point is that the analysis of noun collocations of five verbs with “do” meaning must be carried out by manual work.

Microsoft Excel is a component of Microsoft office, the company's office software. Excel is an important part of Microsoft office suite. It can handle various data processing, statistical analysis and decision support. It is widely used in management, statistical finance, finance and many other fields (Wu, 2005). Excel is used in this research to put miscellaneous data into a visualized chart so that the similarities and differences can be pinpointed clearly.

3.4 Research procedure

The study uses a corpus-based approach. Based on the corpora of TECCL and COCA, the research also use AntConc4.1.0 as the analysis software.

The conducting of this research will be divided into six steps: self-building a corpus; selecting verbs with “do” meaning; lemmatizing 5 verbs with “do” meaning; researching the frequency of five verbs with “do” meaning in TECCL and COCA; researching the noun collocations; and researching the semantic prosody.

Step 1: Building a new TECCL corpus only containing middle school English compositions. The detailed process are as follows.

Opening the TECCL List of Texts as shown in Figure 3.4.1, deleting the compositions of primary school and universities from the Interface of TECCL Corpus as shown in Figure 3.4.2, retaining the 2801 compositions of middle school.

Figure 3.4.1 TECCL list of texts

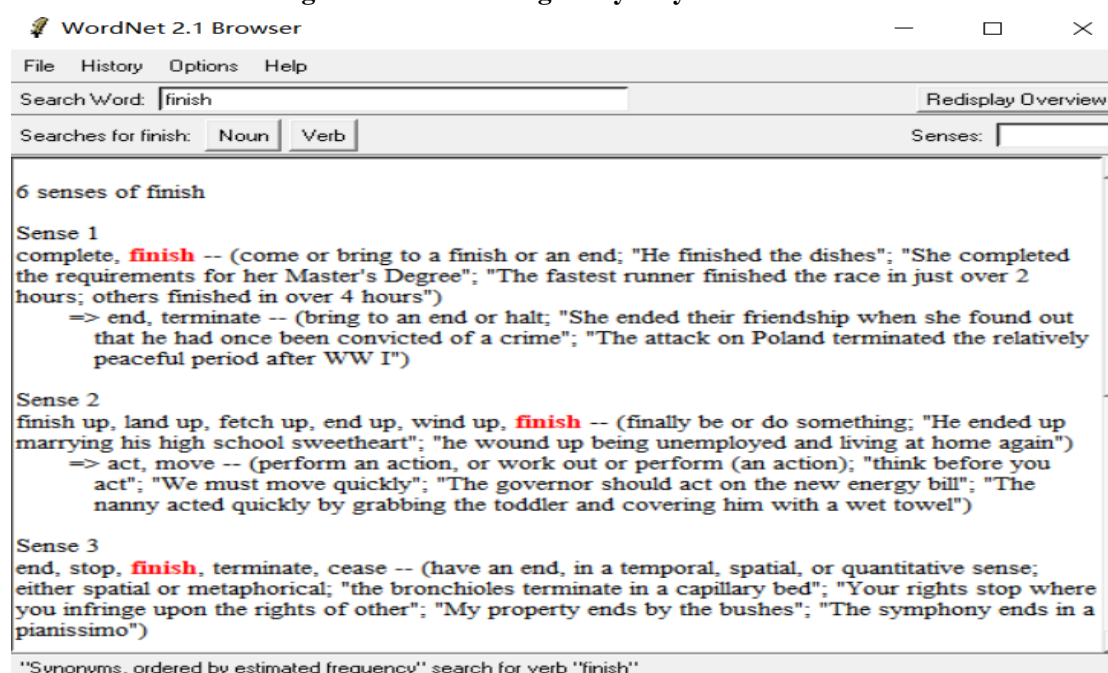
Filename	Prompt	Region	Uni type	School/uni	Submission year	Submission date	Submission time
TECCL00001	Network Real-name System	安徽		大学	2011	07-14	9:36:07
TECCL00002	We need parents,we also need indepen	安徽		大学	2011	12-18	12:55:21
TECCL00003	The Spring Festival in My Hometown	安徽		大学	2012	02-16	18:59:54
TECCL00004	Unhealthy Habits of College Students	安徽		大学	2014	03-27	23:52:41
TECCL00005	Computer and Short-sightedness	安徽		大学	2014	06-06	19:57:46
TECCL00006	Unhealth habits of college students	安徽		大学	2014	03-25	22:29:58
TECCL00007	Unhealthy Habits of College Students	安徽		大学	2014	03-28	21:01:31
TECCL00008	Unhealy Habits of College Students	安徽		大学	2014	03-28	23:36:16
TECCL00009	What Is More Imprtant:IQ or EQ?	安徽		大学	2014	04-15	20:03:08

Figure 3.4.2 The interface of “TECCL Corpus”

名称	修改日期	类型	大小
TECCL00282	2015/11/12 11:46	文本文档	2 KB
TECCL00283	2015/11/12 11:46	文本文档	2 KB
TECCL00284	2015/11/12 11:46	文本文档	2 KB
TECCL00285	2015/11/12 11:46	文本文档	3 KB
TECCL00286	2015/11/12 11:46	文本文档	2 KB
TECCL00287	2015/11/12 11:46	文本文档	2 KB
TECCL00288	2015/11/12 11:46	文本文档	2 KB
TECCL00289	2015/11/12 11:46	文本文档	2 KB
TECCL00290	2015/11/12 11:46	文本文档	2 KB
TECCL00291	2015/11/12 11:46	文本文档	2 KB
TECCL00292	2015/11/12 11:46	文本文档	2 KB
TECCL00293	2015/11/12 11:46	文本文档	2 KB
TECCL00294	2015/11/12 11:46	文本文档	1 KB
TECCL00295	2015/11/12 11:46	文本文档	1 KB
TECCL00296	2015/11/12 11:46	文本文档	1 KB
TECCL00297	2015/11/12 11:46	文本文档	2 KB
TECCL00298	2015/11/12 11:46	文本文档	2 KB
TECCL00299	2015/11/12 11:46	文本文档	2 KB
TECCL00300	2015/11/12 11:46	文本文档	1 KB

Inputting the word “finish” into the blank of Search Word, then clicking “synonyms, ordered by estimated frequency” in “Verb” to get the search results. Selecting the synonyms “complete” and “perform” in Sense 1 and 2, as shown in Figure 3.4.3. Next, retrieving the synonyms of “complete” and “perform”, the rest may be deduced by analogy.

Figure 3.4.3 Retrieving the synonyms of “finish”



Based on the retrieval data as shown in 3.4.3, five synonyms of verbs with “do” meaning, that is, “*finish, complete, perform, accomplish, commit*”, are selected as the research objects.

Step 3: Lemmatizing, that is grouping together different inflectional forms of a word to be analyzed as a single item. In corpora, content words appear in the contexts with different inflectional suffixes attached to them. This step will enable 5 verbs with “do” meaning become substitutable for their lemmas. Taking *finish* as an example as shown in Figure 3.4.4.

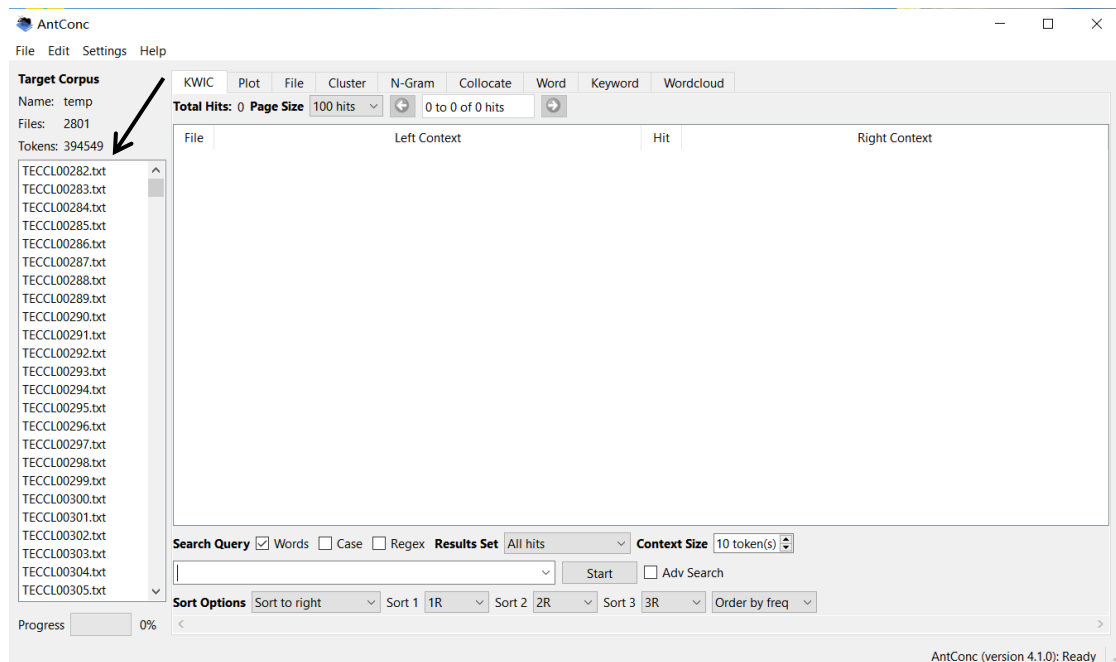
Figure 3.4.4 The different inflectional forms of “finish”

finish	{	Original form : v	finish
		Singular form: V+ s/es	finishes
		Past form: V + ed	finished
		Present participle: V + ing	finishing
		Perfect tense	
		{	
		have/has/had/having+(been)+V + ed	ha*+(been)+finished
		have/has/had/having + been+ V+ doing	ha*+ been+ finishing

Step 4: Researching the frequency distribution of the 5 verbs with “Do” meaning in TECCL and COCA. The detailed process is as follows.

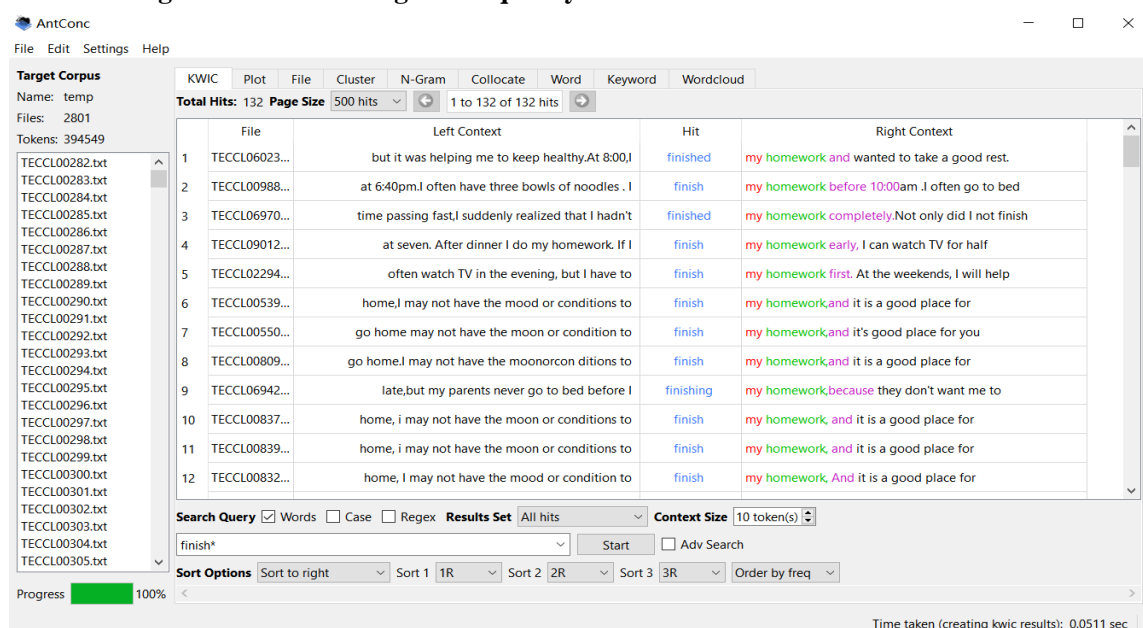
Clicking the “File” in the menu, then clicking “Open Files as ‘Quick Corpus’”. Adding 2801 texts in Step 1 to the Reference Corpus in AntConc (Figure 3.4.5).

Figure 3.4.5 Adding texts in Antconc



Entering one word that needs to be retrieved into the blank, like “finish”, and clicking “Start”, then the frequency distribution of “finish” will be displayed. (Figure 3.4.6) HIT means word occurrence and KWIC is the abbreviation of Keyword in Context. With the assistance of AntConc 4.1.0, each inflectional form of 5 verbs with “do” meaning will retrieved, and the generated result displays the frequency number.

Figure 3.4.6 Retrieving the frequency distribution of “finish” in TECCL

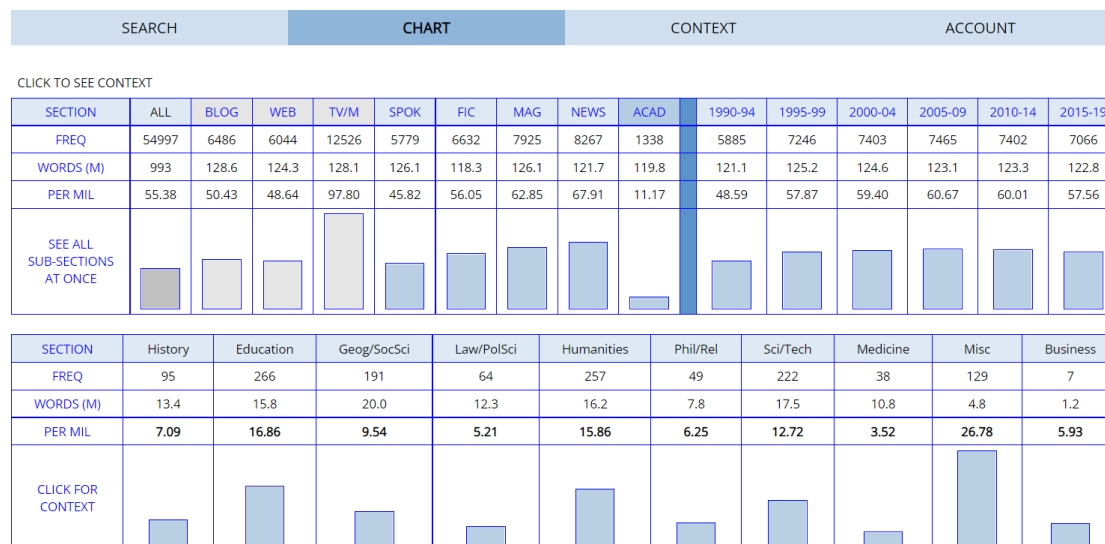


Then retrieving “finish” in COCA, clicking “ACAD” to retrieve the frequency distribution of “finish” in the sub-corpus ACAD-Education.

Figure 3.4.7 Retrieving the frequency distribution of “finish” in COCA



Figure 3.4.8 Retrieving the frequency distribution of “finish”
in the sub-corpus of ACAD-Education



Step 5: Researching the noun collocations

Retrieving the noun collocations of verbs with “do” meaning in TECCL by using “KWIC” in AntConc. Then, retrieving the noun collocations of these verbs in TECCL by using “Collocates” in COCA.

Step 6: Researching the semantic prosody

The contrastive analysis of the semantic prosody of five verbs with “do” meaning is conducted according to their noun collocations.

IV The Results and Analysis of the Research

This part deals with the data acquired and gives detailed analysis of the selected objectives. In this part, five verbs with “do” meaning will be compared separately between TECCL and COCA. The first section will focus on distribution features of verbs with “do” meaning. And the second section will make a comparative analysis between Chinese and western verbs with “do” meaning. In the last section, suggestions on the use of semantic prosody in English compositions of high school will be given.

4.1 Distribution Features of Verbs with “Do” Meaning

In this research, the total word number of the TECCL corpus is 394,549, and the COCA 15,800,000. Because of the different total word number in the two corpora, in order to more accurately analyze the differences between English learners of high school and English native speakers, the raw frequency will be standardized. Dividing the raw frequency of each word by the overall frequency, and multiplying by one million to obtain frequency of occurrence per one million words.

4.1.1 Distribution Features in TECCL Corpus

Figure 4.1.1.1 Standardized frequency in TECCL

Synonyms	TECCL	
	Raw Frequency	Standardized Frequency
finish	132	334.56
complete	24	60.83
perform	19	48.16
accomplish	10	25.35
commit	4	10.14

Figure 4.1.1.2 Noun collocations in TECCL

Synonyms	Rank	Noun Collocations	Frequency
finish	1	homework	33
	2	breakfast	4
	3	school	4
	4	dream	3
	5	task	3
complete	1	homework	3
	2	dream	1
	3	study	1
	4	degree	1
	5	question	1
perform	1	celebration	1
	2	task	1
	3	act	1
	4	exam	1
	5	program	1
accomplish	1	dream	2
	2	speech	2
	3	goal	1
	4	education	1
	5	schoolwork	1
commit	1	crime	2
	2	suicide	1

Figure 4.1.1.1 clearly gives the information of frequency of five verbs with “do” meaning in TECCL, with raw frequency and standardized frequency included. “Finish” appears in TECCL with the highest frequency of 132, and thus achieves the highest

standardized frequency of 334.56. As a contrast, “commit” appears in TECCL with the lowest occurrence of 4, and thus achieves the lowest standardized frequency of 10.14. “Complete” appears 24 times in TECCL, and its standardized frequency is 60.83. “Perform” appears 19 times in TECCL, and its standardized frequency is 48.16. “Accomplish” appears 10 times in TECCL, and its standardized frequency is 25.35.

Figure 4.1.1.2 clearly shows the top 5 noun collocations of five verbs with “do” meaning in TECCL. The top 1 noun collocation of both “finish” and “complete” is “homework”, with the highest frequency of 33 and 3. It’s noticeable that in terms of the noun collocations of “finish”, “complete”, and “accomplish”, they have something in common, that is, these three verbs all collocate with “dream”. The word “commit” only has two noun collocations, “crime” and “suicide”, in TECCL. Due to the materials of TECCL is limited, some noun collocations appear only once. But whether these collocations are used properly or not can still be analyzed and discussed.

By analyzing the nouns collocations and their specific contexts, the semantic prosody is concluded as follows.

Figure 4.1.1.3 The Semantic Prosody of Noun Collocations in TECCL

Synonyms	Positive Semantic Prosody		Neutral Semantic Prosody		Negative Semantic Prosody	
	Nouns	Proportion	Nouns	Proportion	Nouns	Proportion
finish	dream	6%	homework, breakfast, school, task	94%	none	0
complete	dream	14%	homework, study, degree, question	86%	none	0
perform	celebration	20%	task, act, exam, program, behaviour	80%	none	0
accomplish	dream	29%	speech, goal, education, schoolwork	71%	none	0

commit	none	0	none	0	crime, suicide	100%
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It can be seen clearly from Figure 4.1.1.3 that for “finish”, “complete”, “perform”, and “accomplish”, the neutral semantic prosody accounts for the largest proportion, respectively 94%, 86%, 80% and 71%. In addition, the semantic prosody of these words is either positive or neutral. The positive semantic prosody of these words are respectively 6%, 14%, 20%, and 29%. While “commit” reveals strong negative emotional attitudes in the contexts.

4.1.2 Distribution Features in COCA Corpus

Figure 4.1.2.1 Standardized Frequency in COCA

synonyms	COCA	
	Raw Frequency	Standardized Frequency
finish	1174	74.30
complete	3719	235.38
perform	8821	558.29
accomplish	577	36.52
commit	161	10.19

Figure 4.1.2.1 clearly gives the information of frequency of five verbs with “do” meaning in COCA, with raw frequency and standardized frequency included. “Perform” appears in COCA with the highest occurrence of 8821, and thus achieves the highest standardized frequency of 558.29. As a contrast, “commit” appears in COCA with the lowest occurrence of 161, and thus achieves the lowest standardized frequency of 10.19. “Finish” appears 1174 times in COCA, and its standardized frequency is 74.30. “Complete” appears 3719 times in COCA, and its standardized

frequency is 235.38. “Accomplish” appears 577 times in COCA, and its standardized frequency is 36.52.

Figure 4.1.2.2 Noun Collocations in COCA

Synonyms	Rank	Noun Collocations	Frequency
finish	1	work	57
	2	job	25
	3	book	19
	4	story	17
	5	task	15
complete	1	task	481
	2	survey	315
	3	project	139
	4	degree	123
	5	course	90
perform	1	task	656
	2	function	355
	3	duty	167
	4	analysis	157
	5	activity	144
accomplish	1	goal	648
	2	task	481
	3	objective	214
	4	work	125
	5	mission	125
commit	1	crime	838
	2	act	386

	3	suicide	384
	4	murder	95
	5	sin	50

Figure 4.1.2.2 clearly shows the top 5 noun collocations of five verbs with “do” meaning in COCA. The top 1 noun collocation of both “finish” and “complete” is “homework”, with the highest frequency of 33 and 3. It’s noticeable that in terms of the noun collocations of “finish”, “complete”, and “accomplish”, they have one collocation in common, that is, “dream”. The word “commit” only has two noun collocations, “crime” and “suicide”, in TECCL. Due to the materials of TECCL is limited, some noun collocations appear only once. But whether these collocations are used properly or not can still be analyzed and discussed.

By analyzing the nouns collocations and their specific contexts, the semantic prosody is concluded as follows.

Figure 4.1.2.3 The Semantic Prosody of Noun Collocations in COCA

Synonyms	Positive Semantic Prosody		Neutral Semantic Prosody		Negative Semantic Prosody	
	Nouns	Proportion	Nouns	Proportion	Nouns	Proportion
finish	none	0	work, job, book, story, task	100%	none	0
complete	none	0	task, survey, project, degree, course	100%	none	0
perform	none	0	task, function, duty, analysis, activity	100%	none	0
accomplish	none	0	goal, task, objective, work, mission	100%	none	0
commit	none	0	none	0	crime, act, suicide, murder, sin	100%

It can be seen clearly from Figure 4.1.2.3 that for “finish”, “complete”, “perform”, and “accomplish” all collocate with nouns with neutral semantic prosody. While “commit” reveals strong negative emotional attitudes in the contexts.

4.2 The Comparative Analysis between Chinese and Western Verbs with “Do” Meaning

Semantic prosody provides us with a new perspective to observe words' meanings and functional differences. Semantic prosody reveals positive, negative or neutral emotional attitudes in the context. It is a valuable way to diagnose learners' linguistic errors. In this paper, by observing and comparing the semantic features of “*finish, complete, perform, accomplish and commit*” in TECCL and COCA, the similarities and differences of semantic prosody are concluded, so as to give suggestions to the application of semantic prosody in the teaching of English vocabulary and writing of senior high school.

4.2.1 Similarities of Semantic Prosody

In terms of the frequency, the standardized frequency of “commit” in TECCL is 10.14, which approximates 10.19 in COCA. The figures are both relatively low, revealing that both Chinese English learners and native speakers don't use the word very often. Therefore, it shows high school students don't overuse or underuse the word “commit” and can normally use it.

In terms of noun collocations, although the noun collocations retrieved of “commit” in TECCL are only “crime” and “suicide”, they are both typical collocations in COCA, thus revealing that students have mastered the correct noun collocations of “commit”. Besides, “commit” can also collocate with “act”, “murder” and “sin”.

In terms of semantic prosody, the noun collocations of “commit” in TECCL and COCA are both words with negative meaning, indicating the negative emotional attitudes of this word. Jiang (2015) finds that in CLEC, most of the noun collocations of “commit” mean crime or fault, which indicates that Chinese English learners have basically mastered the semantic prosody of “commit”, and the correct use of this word is within their lexical competence. While the other four verbs all show neutral semantic prosody.

4.2.2 Differences of Semantic Prosody

In terms of the frequency, the standardized frequency of “finish” in TECCL is 334.56, which is much greater than 74.30 in COCA. The standardized frequency of “complete” and “perform” in TECCL is respectively 60.83 and 48.16, which are much less than 235.38 and 558.29 in COCA. The standardized frequency of “accomplish” in TECCL is 25.35, which is much slightly less than 36.52 in COCA. In conclusion, high school students excessively use *finish*, while underuse *complete*, *perform*, *accomplish*.

Figure 4.2.2.1 Compare “finish” and “complete”

Corpus of Contemporary American English

SEARCH FREQUENCY CONTEXT ACCOUNT

List Chart Word Browse Collocates **Compare** KWIC -

finish Word1 [POS] ?
complete Word2 [POS] ?
dream Collocates [POS] ?
+ 4 3 2 1 0 0 1 2 3 4 +
Compare words Reset

☐ Sections Texts/Virtual Sort/Limit Options

(HIDE HELP)

COMPARE WORDS display

Compare the [collocates](#) of two words, to see how they differ in meaning and usage. For example, [utter and sheer](#) (note the negative collocates with *utter*), [warm and hot](#), [small and little](#), or adjectives near [boy and girl](#).

By comparing collocates, you can move far beyond the simplistic entries in a thesaurus, to “tease out” slight differences in words, or (as in the case of *boy and girl*) what is the difference in what is being said about two different things.

Please review the discussion of [collocates](#) to see how to select the span for the collocates.

In terms of noun collocations, as mentioned in 4.1.1.2, “finish”, “complete”, and “accomplish” all collocate with “dream” in TECCL. But are they used correctly? And which one is the typical collocate of “dream”? To answer these questions, the function of “Compare” in COCA is used to explore the differences of Noun Collocates of “finish”, “complete”, and “accomplish”.

Figure 4.2.2.2 Collocation Frequency of “finish” and “accomplish”

Corpus of Contemporary American English

SEARCH FREQUENCY CONTEXT ACCOUNT

SEE CONTEXT: CLICK ON NUMBERS (WORD 1 OR 2) [HELP...]
SORTED BY RATIO: CHANGE TO [FREQUENCY](#)

WORD 1 (W1): **FINISH** (0.60) WORD 2 (W2): **COMPLETE** (1.67)

	WORD	W1	W2	W1/W2	SCORE		WORD	W2	W1	W2/W1	SCORE
1	DREAM	27	54	0.5	0.8	1	DREAM	54	27	2.0	1.2

0.906

Figure 4.2.2.3 Compare “finish” and “accomplish”

Corpus of Contemporary American English

SEARCH FREQUENCY CONTEXT ACCOUNT

List Chart Word Browse Collocates **Compare** KWIC -

finish Word1 [POS] ?
accomplish Word2 [POS]
dream Collocates [POS]
+ 4 3 2 1 0 0 1 2 3 4 +
Compare words Reset

☐ Sections Texts/Virtual Sort/Limit Options

(HIDE HELP)

COMPARE WORDS display

Compare the **collocates** of two words, to see how they differ in meaning and usage. For example, **utter** and **sheer** (note the negative collocates with **utter**, **warm** and **hot**, **small** and **little**, or adjectives near **boy** and **girl**).

By comparing collocates, you can move far beyond the simplistic entries in a thesaurus, to “tease out” slight differences in words, or (as in the case of *boy* and *girl*) what is the difference in what is being said about two different things.

Please review the discussion of **collocates** to see how to select the span for the collocates.

Figure 4.2.2.4 Collocation Frequency of “finish” and “accomplish”

Corpus of Contemporary American English

SEARCH **FREQUENCY** CONTEXT ACCOUNT

SEE CONTEXT: CLICK ON NUMBERS (WORD 1 OR 2)
SORTED BY RATIO: CHANGE TO [FREQUENCY](#) [\[HELP...\]](#)

WORD 1 (W1): **FINISH** (3.52)

	WORD	W1	W2	W1/W2	SCORE
1	DREAM	27	28	1.0	0.3

WORD 2 (W2): **ACCOMPLISH** (0.28)

	WORD	W2	W1	W2/W1	SCORE
1	DREAM	28	27	1.0	3.6

0.547

The frequency of “dream” as the noun collocate of “finish”, “complete”, and “accomplish” are clearly shown as Figure 4.2.2.5.

Figure 4.2.2.5 Compare Word 1 and Word 2

Collocate: dream	
Word	Frequency
finish	27
complete	54
accomplish	28

It finds that all the three verbs can collocate with “dream”, and that “finish the

dream” and “accomplish the dream” have the approximate frequency, while “complete the dream” seems to be a more typical collocation.

In terms of semantic prosody, “finish”, “complete”, “perform”, and “accomplish” all show 100% neutral semantic prosody in COCA, while in TECCL students sometimes use the positive semantic prosody of these four verbs. Jiang (2015) notes that the reason why Chinese English learners misunderstand the semantic prosody of “perform” may be that Dictionary annotations mislead Chinese English learners. In the Longman Dictionary of Contemporary English Dictionary, “perform” is defined as “to work or do something well, badly”. When students look up “perform”, they may mistakenly think that the noun collocations of the word should be positive or negative. Therefore, it is necessary to introduce the concept of semantic prosody to lexicography lest potential conflicts of semantic prosody be caused. In addition, “*finish, complete, perform, accomplish*” are originally of neutral semantic prosody, while “commit” is originally of strong negative semantic prosody. And students can correctly perceive the semantic prosody of “commit”, but they cannot master the semantic prosody of the other four words. Wang (2016) notes that the original semantic prosody of words may influence the way Chinese English learners choose the noun collocations. The stronger the original semantic prosody of the word is, the greater the influence will be; the less the original semantic prosody (or neutral semantic prosody) of the word is, the tinier the influence will be. In contrast, native English speakers are not influenced in this way.

4.3 Suggestions on the use of Semantic Prosody in English Compositions of High School

Based on the research results and analysis, it finds that high school students lack the consciousness of semantic prosody while using the verb with “do” meaning “*finish, complete, perform, accomplish, commit*”. For this, this part elaborates the inspiration that semantic prosody may provide for English teaching.

Teaching students the knowledge of semantic prosody. English speakers can accurately perceive semantic prosody, but for high school students, it is difficult to rely on intuition to accurately judge semantic prosody. Moussa (2011) selected 60 Iranian Persian-speaking English learners drawn from 180 candidates taking English

classes in five language institutes and constructed a 70-item test of semantic prosody to measure the subjects' knowledge of semantic prosody. He points that learning individual words and their meanings does not suffice to achieve great fluency in a second language. It is necessary to know the way that words combine into chunks (collocations) characteristic of the language, as well as being aware of the conditions of semantic prosody is necessary. In the teaching, teachers should teach students the category of semantic prosody, enhance their consciousness of semantic prosody, and guide them to learn some typical collocations so as to help them avoid misunderstanding of semantic prosody, thus writing English expressions that are more authentic.

Encouraging students to read original English books to increase their language input. The “Language Input Hypothesis” suggests that a moderate amount of understandable input is necessary for language acquisition. Moreover, the ability to use language is not taught, but is naturally acquired over time through exposure to a large amount of intelligible language input. Teachers should choose books that are at an English level just above the one that students are most comfortable with so that they can challenge themselves to learn new things without getting frustrated with their reading. There are two kinds of English reading that students have to practice: intensive reading and extensive reading. Intensive reading refers to understanding every word on the page, and at the same time paying attention to collocations and semantic prosody of words. Apart from intensive reading, students also need to do extensive reading, which means casually reading and getting the main idea without worrying about what every word means. And teachers should recommend using a monolingual dictionary that has definitions only in English with no translations, forcing students to think in English rather than relying on translation.

Adding the use of corpora to teaching design. Corpora show students examples in real contexts and typical collocations of words, which can help students better perceive semantic prosody and develop the language sense. Teachers can use the corpora of native English speakers to analyze the index lines and summarize typical collocations. Corpus-assisted word teaching also requires some exercises, which can strengthen the students' understanding of the semantic prosody of the words. Jiang

(2015) designs a kind of fill-in-the-blanks test for teaching. She edits the corpus in Microsoft Word, deletes the synonyms in the contexts, and asks students to fill in the blanks according to the knowledge of the semantic prosody taught by the teacher. Wang (2016) points that teachers can also use the knowledge of corpus in a data-driven way, allowing students to be exposed to a large number of real contexts for analysis, generalization and discovery of typical collocations. Corpora show students examples in real contexts and typical collocations of words, students can retrieve the usage and collocations of words in the corpus and actively explore the language by themselves.

V Conclusion

Vocabulary is of significant importance for English learning. However, many students feel confused and less interested in learning English vocabulary. And teachers also feel confused about how to improve the students' ability to learning vocabulary, and they rarely introduce the concept of semantic prosody into the vocabulary teaching. Traditional vocabulary teaching can no longer meet the needs of students' vocabulary learning and application.

Due to above situation, this corpus-based research makes comparisons of semantic prosody of the English semantic primitive “do”. The main findings of this paper on the semantic prosody of verbs “*finish, complete, perform, accomplish, commit*” are summarized as follows:

According to the standardized frequency of five verbs in TECCL and COCA, it can be inferred that high school students excessively use *finish*, while underuse *complete, perform, accomplish*. The word *commit* is used with little difference from the native speakers. By observing the noun collocations of five verbs with “do” meaning, it finds that *commit* show the same negative semantic prosody in TECCL and COCA, while the other four words, *finish, complete, perform, accomplish*, conflict on semantic prosody, with 100% neutral semantic prosody in COCA and a small proportion of positive semantic prosody and a large proportion of neutral semantic prosody in TECCL. In addition, *finish, complete, accomplish* can collocate with “dream”, and “complete the dream” seems to be a more typical collocation. And

Chinese English learners may be misled by Dictionary annotations, giving rise to misunderstanding of words' semantic prosody. And the original semantic prosody of words may influence the way Chinese English learners choose the noun collocations. The stronger the original semantic prosody of the word is, the greater the influence will be; the less the original semantic prosody (or neutral semantic prosody) of the word is, the tinier the influence will be. In contrast, native English speakers are not influenced in this way.

The results of the research may be not completely perfect, because this research have limitations of two aspects, that is, the corpora and five verbs of “do” meaning. In the research, a new corpus only containing compositions of middle school is built based on TECCL. Although compositions of both junior and senior high school are included, it also has certain reference significance due to the uneven English level of high school students. In this research, the ACAD-Education sub-corpus of COCA is used to form the same type with English compositions of high school. However, the themes of articles in COCA are more extensive, so the typical collocations of words will be more various. However, the topics of articles in TECCL are limited by the requirements of compositions, and only certain words can be selected. In this study, only five synonyms of verbs with “do” meaning are selected for the contrastive study of semantic prosody, which can not fully reflect the use of verbs of “do” meaning by English learners of high school and English native speakers. It would be more convincing if more items of such verbs could be added.

Although the research is carried out smoothly with the help of the supervisor and basically met the expected requirements, there are still some problems and deficiencies. The continuous efforts of English teaching researchers are still needed to study semantic prosody better and more scientifically.

At least, this research reveals that high school students lack the consciousness of semantic prosody while using the verb with “do” meaning *finish, complete, perform, accomplish, commit* and thus gives English vocabulary and writing teaching enlightenment. Teachers should teach students the knowledge of semantic prosody so that they can know the way words combine into chunks (collocations) and become aware of the conditions of semantic prosody. Moreover, teachers should encourage

students to read original English books to increase their language input. Both intensive and extensive reading should be consciously trained to discover and strengthen effective reading strategies. And when looking up unknown words, students are expected to read English definitions, so that they can form the habits of thinking in English. Last but not least, the use of corpora is recommended to be added to teaching design to help students better perceive semantic prosody and develop the language sense. Students themselves can retrieve the usage and collocations of words in the corpus and actively explore the language.

With the advancement of globalization, English plays a very important role in international communication. Despite the fad for learning English, Chinese English learners may still make some pragmatic mistakes when using the most basic words, which will make native speakers feel strange, and even lead to misunderstanding. Semantic prosody reveals the subtle relationship between words and particular emotional tendency. Therefore, English teachers should make more efforts to cultivate learners' awareness of semantic prosody, so as to improve their pragmatic competence.

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Appendix

The Retrieval Results of “Finish” in TECCL

TECCL06023.txt	but it was helping me to keep healthy. At 8:00, I	finished	my homework and wanted to take a good rest.
TECCL00988.txt	at 6:40pm. I often have three bowls of noodles. I	finish	my homework before 10:00am. I often go to bed
TECCL06970.txt	time passing fast, I suddenly realized that I hadn't	finished	my homework completely. Not only did I not finish
TECCL09012.txt	at seven. After dinner I do my homework. If I	finish	my homework early, I can watch TV for half
TECCL02294.txt	often watch TV in the evening, but I have to	finish	my homework first. At the weekends, I will help
TECCL00539.txt	home, I may not have the mood or conditions to	finish	my homework, and it is a good place for
TECCL00550.txt	go home may not have the moon or condition to	finish	my homework, and it's good place for you
TECCL00809.txt	go home. I may not have the moon or conditions to	finish	my homework, and it is a good place for
TECCL06942.txt	late, but my parents never go to bed before I	finishing	my homework, because they don't want me to
TECCL00837.txt	home, I may not have the moon or conditions to	finish	my homework, and it is a good place for
TECCL00839.txt	home, I may not have the moon or conditions to	finish	my homework, and it is a good place for
TECCL00832.txt	home, I may not have the mood or condition to	finish	my homework, And it is a good place for
TECCL08711.txt	I always just stay at home, watch TV series and	finish	my homework, but this holiday seems special. My friend
TECCL01204.txt	after that I played computer games. Lately I went to	finish	my homework. Tonight is the happy night! I have
TECCL09041.txt	And then I have dinner at home. And then I	finish	my homework. Zhang Si This
TECCL00323.txt	can make meal by myself. But I think when I	finish	my school I don't had much time to
TECCL07701.txt	or even Canada--who knows? What's more, I will	finish	my school work. What's more, I will have
TECCL07534.txt	you see, could we put off the party after I	finish	my TOEFL test, I will get an amazingly grade

TECCL06021.txt	I replied. After that,Iwent to have breakfast. When I	finished	my breakfast,my mom came over. She said to
TECCL01990.txt	After I	finished	my breakfast, I went to buy the flowers for
TECCL08296.txt	from you.I usually get up at 6 o'clock.I	finish	my breakfast at about half pass six.And then
TECCL07362.txt	Sir, I'm an undergraduate whose name is LiHua, just	finish	my commencement .I knewn that your kindergarten want hire
TECCL03847.txt	As you know,I like to play computer game after	finishing	my daily tasks.Last week,unfortunately,my computer got
TECCL08712.txt	in finding such a club that I can go on	finishing	my dream.After a term of joining school activity,
TECCL08062.txt	hope you can agree me to get this chance,to	finish	my dream. I will be waiting for your reply.
TECCL05226.txt	can do for each other.For example , I often cannot	finish	my homework , and then myfiend help me finish it.
TECCL08135.txt	i go to bed at ten o clock after i	finish	my homework .This is my school day.Dear
TECCL07180.txt	every day. At the first month I am dying to	finish	my homework.Don't only by end of the
TECCL00361.txt	My summer vacation was so exciting. I	finished	my homework. Then I go to swimming every day.
TECCL08480.txt	illness away.I like English films very well.If I	finish	my homeworkk at the weekends,I will watch some
TECCL07276.txt	think my highlights of high school is when I had	finished	my last exam. I think I was happy. And
TECCL08822.txt	the garden . It is very big and beautiful . When I	finish	my lunch , I always come there to have a
TECCL06026.txt	grandfather was looking through my math homework,while I was	finishing	my others is homework. While my family were listening
TECCL08814.txt	took many photos of it.On the last day,I	finished	my perfect trip and I am looking forward to
TECCL02318.txt	usually go to the park with my friends when I	finish	my school.I
TECCL06021.txt	cut some vegetables. After lunch,Idid my homework. When I	finished	my schoolwork,my mom let me wash the clothes.
TECCL07696.txt	a job.Before this I will go to school to	finish	my study.It will be a lot of hard
TECCL07357.txt	certainly have our own family. Ten years later, I have	finished	my study. Maybe I have found a good husband
TECCL07775.txt	relationships. People will have a big	finish	the Spring cleaning,and it is a

	dinner together after they		beautiful time.
TECCL00882.txt	We all have a family dinner every Spring Festival, after	finished	the adults will be sitting on the sofa watching
TECCL05281.txt	lives where they are separated from their family,forced to	finish	the arduous laboring work and worked all day long
TECCL08688.txt	to learn from and joins the team to go on	finishing	the coming competition with other teams trying their best
TECCL08860.txt	homework to finish.I usually do my homework when I	finish	the dinner.I awalys go to bed at eleven
TECCL07347.txt	you should write it uses about 400 words. You'd better	finish	the essay before 6.28. And send it to my email
TECCL00796.txt	hero is my English teacher, remember once, when we just	finished	the exam soon, the teacher announced results, when I
TECCL08761.txt	Four classes in the morning, afternoon lesson five. We have	finished	the first class in the morning to do a
TECCL06970.txt	t finished my homework completely.Not only did I not	finish	the homework, but also I wasted a whole holiday.
TECCL06027.txt	flowers. I help my mother make the dinner when I	finish	the housework.Last
TECCL04342.txt	responsible to your family'. Last but not least, when you	finish	the two points above, spare some time for the
TECCL03138.txt	must rest learning! Second,you must prepare a book to	finish	the wrong topic.Next,it's necessary to make
TECCL07692.txt	we can watch movie free of charge.And we will	finish	our homework by table-computer.We will work in
TECCL07453.txt	back to home, we probably played the iPad but not	finishing	our homework yet.In my opinions, iPad is only
TECCL07503.txt	that day! We ate dinner in the Pizza Hut to	finish	our Christmas Day! The last, Merry Christmas!!'
TECCL07231.txt	a lot of time in studying that we can't	finish	our homework. Finally, many phones have done harm to
TECCL08542.txt	we can relax ourselves by playing mobile phones after we	finish	our tasks. However, the others are strongly against it.
TECCL08238.txt	the Houses of Parliamernt. It was really beautiful.So we	finished	our tour. Did you want to go there too?
TECCL07718.txt	be greatly accelerated, because we will help many machines to	finish	our work. Many things can be done autonomously. Therefore,
TECCL01495.txt	student apply for a bank loan, as the cost to	finish	their college life or graduate student's life. These
TECCL01789.txt	healthy body. Besides, they will coach	finish	their difficult homework. What's

	the children until they		more, they will also
TECCL01787.txt	students.However,the volunteers also can assist the students to	finish	their hard homework.It's important parts that the
TECCL05264.txt	but left at home as the students who do not	finish	their homework. Because what they said cannot prove their
TECCL07341.txt	others. Express your respect and never stop others till they	finish	their talk; is open-minded to different opinions even
TECCL06358.txt	year. On that day People will return home when they	finish	their work. It is a time for a special
TECCL09019.txt	and relax myself at the same time.On weekends after	finish	doing my homework and revise what we study last
TECCL02317.txt	books , because books can help me learn more. when i	finish	doing my homework , i ride bikes with my brother.
TECCL01084.txt	When I am stay at home. I often try to	finish	doing my preparation as quickly as I can. Then
TECCL00622.txt	I saw outside though the window when I	finished	doing housework this morning. I saw the so beautiful
TECCL02319.txt	a walk with my friends on the weekend.Sometimes we	finish	doing our homework and eat out.This is my
TECCL00722.txt	work hard with feed practiced piano, in the end,he	finished	his dream in China's Got Talent. He is
TECCL04889.txt	at his diary.Nevertheless he wants to watch television after	finishing	his homework,his parents do not agree.They in
TECCL08279.txt	about. First, there is a limit that each speaker must	finish	his lecture in five minutes. Second, competitors should be
TECCL04509.txt	him, just be silent and express our opinions after he	finish	his talk. It is important for us to show
TECCL08034.txt	express your opinions, you can say it when the speaker	finished	his talk. In a word, listen to others can
TECCL08299.txt	sometimes my homework is not too much and I will	finish	it at soon.And then I can play the
TECCL01014.txt	our teacher gave us a difficult problem. We can't	finish	it by ourselves. My classmate didn't finish it
TECCL00292.txt	into the classroom when she saw me. I tried to	finish	it in a hurry but the time was not
TECCL08098.txt	get home from school.And I have dinner .If I	finish	it is quickly.I will watch TV until I
TECCL01014.txt	can't finish it by ourselves. My classmate didn't	finish	it too. So we took together and I shared
TECCL00900.txt	me much time to make the street clean.	finished,	I looked at the street and felt proud of

TECCL08860.txt	When I school at half past five.I have much homework to	finish.	I usually do my homework when I finish the
TECCL06470.txt	should take good care of your body, things at home	finished	I will go back to school soon. Looking forward
TECCL08138.txt	smoothly on account of peaking my performance.So be relieved.	Finishing	a heavy burden of study,I would like to
TECCL08818.txt	years later, he succeeded in becoming thinner, even managed to	finish	a marathon. Reading the story, I feel it is
TECCL00930.txt	and sleeping time. I bought many books about chemistry and	finished	all exercises in them. When I was walking on
TECCL08361.txt	did some washing.It was exactly 12 o'clock when I	finished	all the above housework.Ten minutes later,seeing the
TECCL00904.txt	would full down. I was glad about it. When I	finished	cleaning the road, there were many people that praised
TECCL00906.txt	street. It's good for clean the snow. When I	finished	cleaning the snow, a man and an aunt saw
TECCL06983.txt	lazier ,He never listen carefully in the class and never	finish ,	homework after school,Then it's not a bit
TECCL04716.txt	parents think that it is important for their childs to	finish	homework without mistakes. So ,the students want to copy
TECCL01135.txt	homework is necessary, I would like to sixteen days to	finish	it. I would like to play well in the
TECCL05226.txt	often cannot finish my homework , and then myfiend help me	finish	it. so I think need friends. Friendship is warm
TECCL06953.txt	came up to their exceptions that I stuck to the	finishing	line.I didn't get any ranking.On the
TECCL01016.txt	the first one.He was the first one pass the	finishing	line.The photo courages me to never gives up.
TECCL08208.txt	practise planting vegetables first, and then water flowers there. Having	finished	these labour, we're going to have a picnic
TECCL06014.txt	fioor,wash the dishes and wash the ciotheres.....” When I	finish	these thing,she said:”Are you ok?”“ok”I
TECCL07180.txt	vacation do you realize that you have no time to	finish	your homework.It is so terrible for students. As
TECCL09053.txt	you should listen to them caerfully. Above all,you shall	finish	your speech in five minutes. What' more, it is
TECCL09031.txt	then comes to an end when the Lantern Festival is	finished.	People enjoy the Spring Festival ,during this time they
TECCL07335.txt	This behavior it is good for	finishing.	Thank you for your

TECCL05009.txt	ourselves.My speech is student, I need work hard. There is mach homework to	finish	listening.Nawadays, after school. We may have some homework that cannot
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The Retrieval Results of “Complete” in TECCL

TECCL01071.txt	of marvelous portal frames, a total of 24-Trusses, 20 was now	completed	the entire truss and two-under-loading, and was
TECCL07868.txt	watch TV,you should complete the teacher assigned homework . After	complete	the homework,you should preview the content of the
TECCL07186.txt	The important one is studying. First of all, I will	complete	the homework, and then I will review english words,
TECCL08692.txt	what deserves attention is that every participant is expected to	complete	the speech with in five minutes in fluent English
TECCL07868.txt	After returning home,you can't watch TV,you should	complete	the teacher assigned homework . After complete the homework,you
TECCL06814.txt	very clever that he told that man his drive can	complete	this question .and that two people meshed with each
TECCL00393.txt	read the new words aloud and spell it. If you	complete	this you can use some applications which can help
TECCL08938.txt	relax myself.What's more,I feel pleased when I	complete	a perfect work. And I can give you some
TECCL00541.txt	After several years,he went to the university again and	completed	his doctor's degree. He never gave up. He
TECCL08253.txt	new words and expressions by watching English films.And after	completing	homework,I often watch English films in order to
TECCL07554.txt	show parents. Ordinarily, parents do not see projects that are	completed	in groups in school. Secondly, we can use it
TECCL04172.txt	It's wonderful and great. I hope I can early	complete	my dream.Everyone
TECCL04754.txt	it's necessary for us to try our best to	complete	our present study.Furthermore,we ought to promote positive

The Retrieval Results of “Perform” in TECCL

TECCL09005.txt	make the last day of this year perfect,the CCTV	perform	a celebration for the Chinese people all around the
TECCL05000.txt	the dishonest people widely to see in society.If governments	perform	a low to forbid dishonest things to happen. The
TECCL01913.txt	about a soldier call Louie in World War II.When he	perform	a tasks.The plane was break down into the

TECCL07147.txt	more self-confident and thus offered me the chance to	perform	in front of the audience in the drama now.
TECCL07927.txt	the animals,so I don't want the circus to	perform	in our town, and I appeal for sending the
TECCL07926.txt	them in a different way and the animals enjoy the	performing.	Animal's life is in order to survive so
TECCL02833.txt	last month I failed an exam that more than 100 people	performed.	Nevertheless my best friend, Tom, got the number one.
TECCL02834.txt	important thing for me, Tom set a good example and	perform	an act of kindness for me, which encourages me
TECCL06992.txt	of him. When I was in junior high school,I	performed	bad on Math.My parents worried about me so
TECCL08175.txt	several months of training,every teacher selects one student who	performed	best in the past to the final contest. tne
TECCL08908.txt	After eating lunch,we will play games with them and	performing	for them.We might go back home at 3'o
TECCL07476.txt	of uncivilized act in many people's sights. They should	perform	graceful in public places to match their status. Secondly,
TECCL08959.txt	want to a rock player.Owing to I want to	perform	myself,tell peopel my opinion and attitude in a
TECCL08277.txt	up too late.Enough sleep will be beneficial to our	perform	of exams. In addition, a warm bath or a
TECCL07848.txt	an actor is my dream.And I always dream of	performing	on the stage.On the other hand,I want
TECCL07147.txt	first chated for a while and then each of us	performed	our programs. Some students sang songs and some recited
TECCL04913.txt	and meet their need to study and work,which can	perform	people's behavior .And it is very essential to
TECCL08646.txt	It's a waste of time and energy,we may	perform	poorly in school if we spend too much time
TECCL08347.txt	witch they could promote the self-confidence. Finally,each class	performing	the class meeting for the activity summary.The Inspiring

The Retrieval Results of “Accomplish” in TECCL

TECCL05271.txt	vast amount of rules that he has to obey to	accomplish	his goal. In pursuing his dream, Roark became unemployed
TECCL08673.txt	fields. It must be informed that every participant has to	accomplish	his or her speech within five minutes,and what'
TECCL04186.txt	if you have a dream, please	accomplish	your dream! Believe yourself, you

	hardworking and try to		can do anything you
TECCL08644.txt	What's more,there is limit to time. You must	accomplish	your speech within 5 minutes.Talking of the standard ,not
TECCL04160.txt	terminate humiliations in characters and plots. To have my dream	accomplished,	I will insist on practice writing every day, to
TECCL08250.txt	Come on friends ,lets strengthen our dreams and persevere with	accomplishing it .	We can do it one day!As
TECCL06953.txt	semester.Nevertheless,I hold the firm belief that I could	accomplish	it. All the participants set out with the gun
TECCL07691.txt	In the first place, it is essential that I claim	accomplished	my education in junior high school. Furthermore, it is
TECCL07709.txt	the place of book of paper making.The student will	accomplish	schoolwork in the computer.Then the computer software will
TECCL06979.txt	games .To a great degree,I believed that I would	accomplish	what was expected of me by means of encouraging

The Retrieval Results of “Commit” in TECCL

TECCL04311.txt	beneficial to people's health, even results in making people	commit	the crimes for wining. In my opinion, I am
TECCL04942.txt	country ,the capital punishment only applied to those people who	commit	the most heinous crimes ,that's what they deserved .
TECCL00427.txt	poor guys who know a lot more than us have	committed	suicide due to melancholia, I hold an opinion that
TECCL03069.txt	that your ultimate goal is attainable as long as you	commit	yourself to it. And with sincerity, you will make