**Usage-based Grammar Teaching: The Case of Chinese Verbal Construction *V-lai-V-qu***

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**Abstract**

Different from traditional pedagogical approaches, this paper primarily examined the application of the usage-based theories (Barlow & Kemmer, 2000; Bybee & Eddington, 2006; Ellis & Römer et al., 2016; Goldberg, 2006; Langacker, 1987; Lieven et al., 2003; Tomasello, 2003) to the teaching of Chinese parallel verbal construction *V-lai-V-qu* for learners from intermediate to advanced level. Based on corpus analysis and pedagogical proposals (Herbst, 2015; Jing-Schmidt, 2015), I summarized four general pedagogical principles and designed two different teaching patterns for this construction. In my teaching demonstration, the news was used as authentic material to situate different patterns of the construction *V-lai-V-qu* in different settings, meanwhile a corpus-based video script as well as corresponding practice was provided to help foreign learners gain a grasp of the construction as a form and meaning pairing. This case study generally serves as a model in the usage-based approach to the instruction of Chinese four-character constructions in the field of Teaching Chinese as a Foreign Language (TCFL).

*Keywords:* Usage-based, *V-lai-V-qu*, corpus, TCFL, authentic material

**Introduction**

**The Traditional Approach**

The traditional pedagogical method in Chinese language education is influenced by Immediate Constituent (IC) Analysis in Bloomfield (1933), and it is still used in the field of language teaching. The advantage of this method is that it helps build a clear syntactic structure by dividing a large linguistic unit into major parts or immediate constituents, and the semantic interpretation is based on the relations among subject, predicate, and object. For example, the Chinese sentence *Li You zuo zai wu-tai shang* can be analyzed as subject (Li You) + predicate (zuo zai) + object (wu-tai shang), and the whole meaning of the sentence depends on the logical relation which is "the agent performs on the recepient".

(1)  李友坐在舞台上。
*Li You   zuo    zai    wu-tai   shang.*
3SG    sit    PREP   stage    up
'Li You is sitting on the stage.'

However, for some specific sentence patterns such as existentials (e.g. *there be* pattern in English), the IC approach is not always reliable in the structural analysis. Take example (2) for instance, the syntactic structure of the sentence seems to be changed as object (wu-tai shang) + predicate (zuo zhe) + subject (Li You) but the logical relation is still "the agent performs on the recepient".

(2) 舞台上坐着李友。

*Wu-tai     shang   zuo     zhe     Li You.*
Stage       up      sit     PROG    3SG
'There exists Li You who is sitting on the stage.'

By adopting this method, foreign learners will be confused with the word order in the structure since the meanings of the two sentences are the same. What's more, the traditional IC approach is still questionable when it comes to the teaching of semi-fixed constructions whose meanings are not compositional (the sum of the components' meanings) in Chinese. For example, the four-character construction *lian-V-dai-V* (two verbs are different) means "both V and V" but its structure cannot be categorized into the components *lian V* and *dai V*, which are unacceptable and meaningless when used alone. Similar Chinese cases include *V-lai-V-qu, qi-V-ba-V, yi-N-yi-N (noun), bu-N-bu-N,* and *yue-lai-yue-A (adjective)*, etc.

## A New Way: The Usage-based Approach to Language Instruction

Language is taken as part of human cognition, and general cognitive abilities can actually impact language form, change, processing, and acquisition. The usage-based constructionist approach is closely related with Construction Grammar (CxG), which holds that the basic unit of language is a construction, and construction is taken to be meaning-form pairing (Goldberg, 1995, 2006). The theory of CxG posits that any linguistic pattern is taken as a construction as long as some aspect of its form or function is not strictly predictable from its component parts, or the particular meaning of a construction is more than its morphemic parts (Croft, 2001; Fillmore & Kay, 1993; Goldberg, 1995, 2003), and "patterns are stored as constructions even if they are fully predictable as long as they occur with sufficient frequency" (Goldberg 2006: 5). Moreover, in language acquisition, the usage-based theories hold that the acquisition of language is the piecemeal learning of many thousands of constructions and the frequency-biased abstraction of regularities within them (Barlow & Kemmer, 2000; Bybee & Eddington, 2006; Ellis & Römer et al., 2016; Goldberg, 2006; Langacker, 1987; Lieven et al., 2003; Tomasello, 2003). It is therefore acknowledged that "grammar should not be separated from lexis, form is not separated from function and meaning, meaning is not separated from context, structure is not separated from usage" (Ellis & Larsen-Freeman, 2009, p. 93) in language teaching. This is different from the traditional IC approach, say, the function of the usage-based method is to closely connect form with meaning when it comes to a new construction, which ranges from morpheme to sentence pattern. Within the usage-based pedagogical framework, language teachers should regard the construction as the meaning and form pairing in specific context, with an emphasis on its usage.

## Chinese Verbal Construction *V-lai-V-qu* and Usage-based Pedagogical Principles

The Chinese verbal construction *V-lai-V-qu*, as mentioned earlier, fits into the usage-based approach. In linguistics, the Chinese structure *V-lai-V-qu* can be taken as a verbal construction with its form and meaning. This construction has developed from classical Chinese, and it is still commonly used not only in corpora of native speakers (footnote 1) but also in interlanguage corpora (see the methodology part). From the perspective of grammatical analysis, the construction *V-lai-V-qu* has a parallel structure containing the two same verbs as

well as two directional verbs *lai* 'come' and *qu* 'go'. According to Chinese corpus analysis[1], the two verbs in the construction *V-lai-V-qu* can be different but the construction where two verbs are exactly the same has a lion share of all the construction types, and the two verbs can be both monosyllabic and disyllabic in the construction. For example, we can fill the monosyllabic verb *kan* 'look' in the construction to produce *kan-lai-kan-qu* 'look back and forth' in Chinese, we can also put the disyllabic verb *tao-lun* 'discuss' in the construction to make *taolun-lai-taolun-qu* 'discuss back and forth'. For those who are native speakers of Chinese language, they can naturally understand the different meanings of the construction *V-lai-V-qu*, and also properly use the different variants of this construction in different contexts. However, for those who want to teach Chinese as a foreign language in the classroom setting, it may not be easy to clearly figure out the internal structure of the construction *V-lai-V-qu* as well as its distribution, unless they as language teachers have a good grasp of its meaning and form from a usage-based perspective. As a consequence, there are reasons for believing that the linguistic knowledge (e.g. construction grammar) should be taken as the basis of language teaching, as previous studies described, "linguistics is considered a central component of language teachers' discipline knowledge" (Bartels, 2002, 2005; Cullen, 1994; Grabe et al., 2000).

The construction *V-lai-V-qu* as a type of four-character structure has long been involved in many U.S. textbooks (Liu, 2002; Liu et al., 2009; NTNU, 2007; Spring, 2012) in the field of Teaching Chinese as a Foreign Language (TCFL). However, previous studies did not center mainly on the usage-based approach to the teaching of the construction *V-lai-V-qu*. In this study, my instructional design for the construction *V-lai-V-qu* is generally built on Herbst's (2015) usage-based teaching principles. In his pedagogical Construction Grammar, Herbst introduced theoretical background of second language teaching with a focus on English language education at German schools. For example, the second principle states that "constructions should be introduced as form-meaning pairings and not indirectly" (p. 41). That is, the goal of construction teaching is to promote form-meaning learning. I hereby take this idea by treating the frequently used Chinese structure *V-lai-V-qu* as a construction with its own form and meaning or function in the teaching process. In the third principle he suggests that "lexical constructions should be presented in textbooks as units of lexical form and a single sense" (p. 42). Considering this, the Chinese construction *V-lai-V-qu* can be taken as a lexical construction, and the presentation of this construction in textbooks should show different treatments to its variants and meanings. More importantly, Herbst (2015) in principle four holds that "important collocations and phrases should be listed explicitly by indicating chunks in the vocabulary section" (p. 42). A chunk can be several words that are customarily used together in a fixed expression, such as *in my opinion* and *make a wish*. Given this, the construction *V-lai-V-qu* can be taken as a chunk in a whole sentence, and we should consider what kind of subject as a chunk is most likely to precede this construction, and what kind of clause as a chunk should follow this construction as well. It is henceforth believed that a sentence concerning *V-lai-V-qu* can be made of different chunks which may be much easier and more straightforward for

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[1] In the BCC (BLCU Chinese Corpus), the total number of cases is 5897 in modern Chinese, the result can be found here: http://bcc.blcu.edu.cn/zh/search/2/V%E6%9D%A5V%E5%8E%BB. Among all the cases, the cases where the construction *V-lai-V-qu* has two same verbs are about 4536 (76.9%), while the cases where the two verbs are different in the construction *V-lai-V-qu* are about 1361 (23.1%). This indicates that the two verbs in the construction are the same ones for most of the time, thus becoming my primary focus in this pedagogical research.

learners to acquire. Moreover, in the principle five Herbst states that "the most important and frequent valency constructions should always be listed explicitly in the vocabulary sections of textbooks" (p. 43). His idea is greatly based on word frequency in corpus study, implying that the most frequently used constructions in *V-lai-V-qu* (the verb could be monosyllabic and disyllabic) should take the most part in Chinese corpora. Correspondingly, the most frequently used verb in the construction *V-lai-V-qu* should be listed first in the vocabulary section of a textbook, the list of qualified verbs should follow the frequency rank. His last principle is about authenticity, that is, teaching materials should benefit from the corpus analysis and the frequency of constructions should be considered in the teaching design. The advantage of authenticity-based teaching is that authentic material is likely to expose learners to a wider variety of grammatical and lexical features but with less frequency than contrived input specifically designed to highlight particular target language (Gilmore, 2007). In addition, the application of authentic materials to the teaching of Chinese as a foreign language has been proved to be effective and realistic in the classroom setting (McGinnis & Ke, 1992; Su & Tao, 2018a, 2018b; Wang, 2005). In this regard, teachers should be recommended to seek authentic materials involving the construction *V-lai-V-qu* from newspapers, TV scripts, daily conversations and so forth, to put Chinese learning in the natural setting.

With respect to Chinese language instruction, Jing-Schmidt (2015) proposed several basic principles regarding how to teach Chinese constructions (e.g. BA construction) based on corpus analysis and constructionist approach. Her first pedagogical principle is to connect words with rules, highlighting that the instruction of constructions as form-function associations and the teaching of lexically specified prototypical exemplars in the open slots of the constructions. Her second principle is to link frequency with semantic prototype, since highly frequently-used constructions are associated with their prototypical meanings and functions. One of the examples she gave is to teach [ping NP] and [gen-ju NP] as a pair of synonyms in Chinese. To do so, she identified and ranked different nouns collocating with ping 凭 and gen-ju 根据 in the patterns [ping NP] and [gen-ju NP], then she adopted the form-focused approach to make students notice the semantic contrast between the two constructions, and guided them to use the high-frequency exemplars in the two patterns through communicative tasks. As we can see, these principles are highly consistent with Herbst's pedagogical ideas concerning how to deal with the construction based on the usage-based constructionist approach in the language education.

The above pedagogical principles show a good indication of teaching constructions in different contexts based on linguistic studies. In what follows I will briefly review what previous studies have done regarding teaching Chinese language under the guidance of usage-based theory and investigate how we should apply this theory as well as corpus study to the teaching design of the construction *V-lai-V-qu* with the help of authentic materials.

**Previous Studies**

The usage-based constructionist approach has long been proposed in the field of TCFL since 2007 (Hu, 2017; Jing-Schmidt et al., 2015; Lu, 2011; Qian, 2008; Su, 2010; Xian et al., 2012; Yan, 2008; Yang & Li, 2011; Zhou, 2007). The following studies investigate how the usage-based frameworks as well as corpus-oriented teaching methods work in the instruction of Chinese constructions.

The early studies conducted by Su (2010a, 2010b) and Lu (2011) are targeted primarily at the "construction-chunk" (构式-语块) method as one of the usage-based approaches, and they argue that one construction is composed of several chunks, and the sequence of these chunks forms a linear "chunk chain" (语块链). Through the lesson design of construction teaching, they show that the meaning of the construction is understood as the sum of chunk meanings in the chunk chain. From a macro perspective, Lu (2011) mentioned that the benefit of the construction-chunk approach is to serve as a supplement to the traditional teaching ideas which rely greatly on the syntax-based analysis (i.e. a sentence is divided into three parts: subject, predicate, and object) and the semantics-based analysis (i.e. agent-action-patient) in Chinese grammar. He proposed that the construction-chunk approach can be used to analyze some typical Chinese constructions such as existentials (存现句), pivotal sentences (兼语句), BA constructions (把字句), BEI constructions (被字句), SHI constructions (是字句), and BI constructions (比字句). Furthermore, Su and Tao (2018a, 2018b) extended the scope of the usage-based approach to Chinese construction teaching by bringing in authentic materials, such as video clips from TV shows and movies, to help design teaching demos for the utterance-final particle *le* and the construction *shi...de*. Likewise, Jing-Schmidt et al. (2015) adopt a usage-based constructionist approach in Chinese teaching and provide a model of constructional stratification in the explanation of Chinese BA construction. The finding shows that the high-frequency subtypes of BA construction constitute the semantic and functional prototypes, and the primary input comes from high-frequency exemplars of each prototypical subtype in the stratified instruction of the subtype. In grammar instruction, they designed two lesson plans, demonstrating how to apply the usage-based model of constructional stratification in the teaching of the four most frequent subtypes of the BA construction. This implies that the data-driven pedagogical approach is beneficial for the teaching of Chinese constructions.

Overall, most of the earliest studies are concerned with the significance and pedagogical strategies of usage-based approach to the teaching of different Chinese constructions. They all provided good cases to demonstrate how usage-based method along with corpus-driven linguistic study works in the construction teaching. However, there is still a lack of studies discussing the teaching of Chinese verbal constructions especially the four-character structures. Since some verbal constructions such as *V-lai-V-qu* are frequently used in daily conversations, it is necessary to apply the usage-based theory as a new approach to the instruction of these four-character constructions, to make learners become more natural and confident in their grammar learning.

**The Present Study**

This paper primarily focuses on the usage-based constructionist approach as well as its application to the teaching of Chinese construction *V-lai-V-qu*. The goal of my study is to propose pedagogical principles and design teaching demo based on corpus analysis and authentic materials. The targeted students of my teaching design focus on foreign learners whose proficiency level ranges from intermediate to advanced, so the following teaching demo will be designed for students at this level.

The significance of studying how to teach the construction *V-lai-V-qu* should be highlighted, for reason that this construction is one of the commonly used four-character

structures listed as grammar point in some representative TCFL textbooks (see methodology). Another reason is that the construction *V-lai-V-qu* could be widely used in both oral and written interlanguage corpora of mainland China and Taiwan[2]. For example, there are 86 written cases of *V-lai-V-qu* construction found in HSK Dynamic Compositions Corpus, and 51 written cases found in Test of Chinese as a Foreign Language Corpus. Moreover, there are 3521 written and 114 oral cases of *V-lai-V-qu* found in Corpus of Contemporary Taiwanese Mandarin, and there are 322 written and 92 oral cases found in Jinan University Interlanguage Corpus. Three research questions are explored in the present study:

1. What are the problems of grammar presentation of the construction *V-lai-V-qu* in the current TCFL textbooks?
2. What are the general teaching principles for the construction *V-lai-V-qu* from a usage-based constructionist perspective?
3. How to design a teaching demo (including drills) for the construction *V-lai-V-qu* based on authentic materials?

**Method**

In this study, I adopt a usage-based constructionist approach to the teaching design of Chinese verbal construction *V-lai-V-qu*. First, the textbooks review is to check the current problems in the presentations of *V-lai-V-qu* as one of the important grammar points. These textbooks are popular in both America and China, including:

中文听说读写 *Integrated Chinese* (Vol. 2) by Yuehua Liu, Tao-chung Yao, Nyan-Ping Bi, Liangyan Ge, Yaohua Shi, Yea-fen Chen, Xiaojun Wang;

新实用汉语课本 *New Practical Chinese Reader* (Vol. 2) by Xun Liu;

实用视听华语 *Practical Audio-visual Chinese* (Vol. 3) by National Taiwan Normal University;

沟通 *Making Connections* (Second Edition) by Madeline K. Spring.

It is also worth mentioning that the authentic material like the video clip made in the dorm setting, can be designed as a dialogue in order to teach different types of *V-lai-V-qu* intensively for foreign learners, details will be shown in the teaching demonstration part.

Second, the corpus analysis is conducted to figure out the frequency of different verbs in the construction and its syntactic distribution. The following corpora are commonly used by researchers in the field of Chinese linguistics without any charge, they are:

北京大学现代汉语语料库 CCL (http://ccl.pku.edu.cn:8080/ccl_corpus/);

北京语言大学汉语语料库 BCC (http://bcc.blcu.edu.cn/zh/cid/2);

人民网 People's Daily Online (http://www.people.com.cn/);

中新网 ECNS (http://www.ecns.cn/).

The corpora of Chinese as interlanguage include:

暨南大学中介语语料库

Jinan University Interlanguage Corpus (http://huayu.jnu.edu.cn/corpus3/Search.aspx);

国教院语料库索引典系统

Corpus of Contemporary Taiwanese Mandarin (https://coct.naer.edu.tw/cqpweb/);

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[2] However, currently it is hard to find any typical errors about learners' use of the construction V-lai-V-qu by only checking these corpus data. Some surveys or other forms of tests need to be conducted to find clear evidence of errors made by foreign learners, as well as the possible reasons. I will leave this part for my future research.

汉语水平考试动态作文语料库

HSK Dynamic Compositions Corpus (http://hsk.blcu.edu.cn/Login);

学习者语料库检索系统

Test of Chinese as a Foreign Language Corpus (http://tocfl.itc.ntnu.edu.tw:8080/TOCFL/).

**Textbook Review**

It is found from the four well-known US textbooks that the construction *V-lai-V-qu* generally appears in the intermediate-advanced Chinese textbooks. However, several problems could be clearly seen through my investigation of the content and organization for this construction *V-lai-V-qu* in the representative Chinese textbooks, as illustrated in Table 1 below:

**Table 1**

*The Presentation of V-lai-V-qu in Different Textbooks*

| **Textbook** (lesson) | **Form of Presentation** (organization and content) |
|---|---|
| | |
| **Integrated Chinese** (Vol. 2) Lesson 6 | Page 191-192 (In the grammar section). Meaning: Repetitive action Collocation: 走来走去、飞来飞去、想来想去、说来说去、讨论来讨论去、研究来研究去。 Example: （1）你别在房间里走来走去，大家都睡觉了。 （2）这个问题我们讨论来讨论去，最后还是没有办法解决。 （3）妈妈叫我学经济，我想来想去还是选了电脑。 |
| **New Practical Chinese Reader** (Vol. 2) Lesson 19 | Page 99+102 (In the dialogue and note section) Only offer an English translation for the sentence in the dialogue: （虾）它们游来游去。 They swim back and forth. |
| **Practical Audio-visual Chinese** (Vol. 3) Lesson 2 | Page 48-50 (In the grammar practice section) Provide translation for the sentence in the dialogue. Meaning: 强调不断重复某一动作，由于动词不同，有两种不同的意思： （1）不停地往返来回不同的地方； （2）某个动作被重复多次以后，说词者或当事者得到某种看法或感想。 Usage: 其后不可再加宾语（O） Rewrite sentences: (1) 林太太急得从屋子里从这边走到那边，从那边走到这边。 →林太太急得在屋子里走来走去。 (2) 我听过很多歌，还是觉得这首歌最好听。 |

| | → 我听来听去还是觉得这首歌最好听。 |
|---|---|
| **Making Connections**<br>(Second Edition)<br>Lesson 37 | Page 266-267 (In the grammar section)<br>V 来 V 去 "back and forth, over and over"<br>How would you translate her statement in the conversation?<br>我想来想去，就觉得还是做饺子比较好。<br>Compare the phrases below by adding one of the following expressions. (Hint: you might need to add a little more context to some of the sentences.)<br>走来走去，看来看去，想来想去，说来说去，找来找去<br>Example:<br>孙晓华不知道她把王涛的电话号码放在哪里。<br>→孙晓华找来找去，可是找不到王涛的电话号码。<br>1. 买菜的时候应该买什么样的肉。<br>_____<br>2. 忘了怎么翻译龙井茶。<br>_____<br>3. 不记得那个卖中国菜的商店在哪条路。<br>_____<br>4. 不懂菜谱 (cook book) 写的是什么。<br>_____<br>5. 没告诉王涛她做过的饺子非常难吃。<br>_____<br>6. 书上没有一个孙晓华不认识的字。<br>_____ |

First and foremost, important types of verbs in the construction *V-lai-V-qu* are ignored in the textbook design. For example, only one type of verb *you* 'swim' is listed in the textbook *New Practical Chinese Reader* while other qualified verbs such as *zou* 'walk' and *pao* 'run' are ignored, since they are also widely used according to corpus data in Table 3. Also, the books like *Practical Audio-Visual Chinese*, *New Practical Chinese Reader*, and *Making Connections* only tell learners the V-element is monosyllabic while neglecting the situation where V-element could be disyllabic as well.

Additionally, the English translation for the construction *V-lai-V-qu* is not quite correct. All the four books provide English translations for the construction *V-lai-V-qu*, but it may mislead foreign learners to equate Chinese constructions with English ones. For example, the Chinese construction *V-lai-V-qu* can be correspondingly translated into the English construction *V back and forth* in both *New Practical Chinese Reader* and *Making Connections*. However, the structure of English construction *V back and forth* can be quite different from Chinese construction *V-lai-V-qu*. Two reasons can be provided: firstly, the verb in the English construction is only one word, like _walk back and forth_, _think back and forth_, but the verb in the Chinese construction can be two-character word in some cases, such as _yanjiu-lai-yanjiu-qu_ 'study back and forth', _taolun-lai-taolun-qu_ 'discuss back and forth'; secondly, the verb in

the English construction precedes "back and forth", but the verb in the Chinese construction actually captures two positions, that is, one verb precedes *lai* 'come' and the same verb precedes *qu* 'go'. It could be <u>*zou*</u>-*lai*-<u>*zou*</u>-*qu* 'walk back and forth' when the verb (zou) has only one syllable, or <u>*shangliang*</u>-*lai*-<u>*shangliang*</u>-*qu* 'negotiate back and forth' when the verb (shang-liang) has two syllables.

What is more, it seems that the authors of all these books have not yet paid close attention to what the commonly-used verbs are in the *V-lai-V-qu* construction, consequently the examples are not comprehensive and representative in language use. For instance, the construction *you-lai-you-qu* "swim back and forth" listed in *New Practical Chinese Reader* and the construction *yanjiu-lai-yanjiu-qu* "study back and forth" listed in *Integrated Chinese* are not frequently found in the Chinese corpora. The evidence for their limited use can be seen in the following section, where Table 3 shows that the *you* 'swim' construction only made up 3.3% of the total and Table 4 shows the *yanjiu* 'study' construction only counts up to 7.5%. It is also worth mentioning that the necessary practice part for the construction *V-lai-V-qu* is not included in the first two books, however, the grammar drill is usually necessary and effective for foreign learners to practice what they have learned in authentic contexts and give timely feedback to their instructors.

**A Corpus-based Analysis of *V-lai-V-qu***
***Meaning***
The linguistic features of the construction *V-lai-V-qu* have been briefly introduced in the first section. It is now worthwhile to point out the meaning of *V-lai-V-qu*, since its form and meaning are closely related in the grammar instruction. The construction *V-lai-V-qu* in general can be divided into two patterns according to previous studies (Liu, 1999; Lu, 2018; Zhou, 2017). Consider the following cases below:

***Pattern 1: $V_1$-lai-$V_1$-qu***
Meaning: a repeated spatial motion in opposite directions.
In this pattern, the verb marked as $V_1$ shows a kind of spatial displacement or movement. For example, the verb *zou* 'walk' in Chinese can be used to form the construction *zou-lai-zou-qu* 'walk back and forth', the whole meaning of this construction is to show repeated walking in opposite directions. Similarly, the verb *tiao* 'jump' can also show the spatial movement, so we have the construction like *tiao-lai-tiao-qu* 'jump back and forth', showing repeated jumping in opposite directions. Notice that the event shown by $V_1$-*lai*-$V_1$-*qu* in many cases can also indicate a reciprocal action. For example, the verb *ti* 'kick' in the construction *ti-lai-ti-qu* 'kick back and forth' depicts that two players as the action performers (subject) kick the ball between each other, because its running route is controlled within the two players.

***Pattern 2: $V_2$-lai-$V_2$-qu***
Meaning: a continuous or repeated action without a sense of motion.
In this pattern, the verb marked as $V_2$ indicates a mental and abstract action (motionless in the space). For instance, the mental verb *xiang* 'think' can be put into the construction to produce *xiang-lai-xiang-qu* 'think back and forth', which means thinking something continuously or repeatedly. By the same token, the transitive verb *ai* 'love' in Chinese can be related to abstract

action, it can be filled into the construction to make *ai-lai-ai-qu* 'love back and forth', which indicates loving something continuously or repeatedly.

### *Syntactic Distribution*

The CCL corpus tells that different syntactic distributions exist between $V_1$-*lai*-$V_1$-*qu* and $V_2$-*lai*-$V_2$-*qu*, as shown in Table 2 below:

**Table 2**

*Syntactic Distribution of the Construction V-lai-V-qu*

| Syntactic Distribution Type | Single Use | Predicate | Attribute | Adverbial | Other | Total |
|---|---|---|---|---|---|---|
| $V_1$-*lai*-$V_1$-*qu* (Displacement) | 58 (4.7%) | 986 (79.9%) | 102 (8.3%) | 79 (6.4%) | 9 (0.7%) | 1234 (71.5%) |
| $V_2$-*lai*-$V_2$-*qu* (Non-displacement) | 147 (29.9%) | 312 (63.5%) | 17 (3.5%) | 11 (2.2%) | 4 (0.9%) | 491 (28.5%) |
| Total (Two Types) | 205 (12%) | 1298 (75.2%) | 119 (6.9%) | 90 (5.2%) | 13 (0.7%) | 1725 (100%) |

As can be seen from the table, the syntactic distribution of the construction $V_1$-*lai*-$V_1$-*qu* or $V_2$-*lai*-$V_2$-*qu* is that they can not only be used alone, but also serve as predicate, attribute, adverbial and other constituents in different sentences. Among all the syntactic distributions of *V-lai-V-qu* (including $V_1$-*lai*-$V_1$-*qu* and $V_2$-*lai*-$V_2$-*qu*), the total proportion of the predicates counts up to 74.2%, and the remaining percentage mostly comes from attributives (about 6.8%) and adverbials (about 5.5%). It is observed that the proportion of the other syntactic distributions is so small (0.7%) that it can rarely be seen in Chinese corpora. This result shows that the construction *V-lai-V-qu* actually serves as predicate in most cases, indicating Chinese teachers should focus on its role as predicate in the sentences when presenting this construction to foreign learners.

It is worth mentioning that the construction *V-lai-V-qu* can be also used to form a simple sentence without adding some clauses, in this situation the meaning of the sentence is to describe that someone is doing something repeatedly from an objective perspective. In the example (3a) below, the construction *zou-lai-zou-qu* 'walk back and forth' serves as predicate, as shown in Pattern 1 (see teaching design section), the whole meaning of the sentence is to describe the man's action near the river without any subjective comments on the action. However, Zhou (2017) demonstrates that in most cases the construction *V-lai-V-qu* is followed by a clause to form a complete sentence, because the event denoted by the construction can trigger its corresponding comment or thought at the sentence level. That is, if a Chinese native speaker uses the construction *V-lai-V-qu* to first describe that someone is doing something repeatedly in the event, usually that is not enough in the interpretation, some comments or thoughts (subjective) need to be added following the description. Take example (3b) for instance, the construction *xiang-lai-xiang-qu* 'think back and forth' in the sentence shows an event that the speaker has thought on something for many times, and it is the comment or

thought that follows this construction to indicate the result of the event, showing the speaker cannot think out a solution after his having been thought for many times.

　　　Furthermore, Zhou (2017) points out that the clauses following the construction *V-lai-V-qu* can be divided into different categories like result, cause, purpose and the like, depending on different contexts. Her findings show that the clauses containing results (named "resultative"[3] in linguistics) count up to the most percentage (45%) of all the clauses following the construction *V-lai-V-qu*. However, the cases that the *V-lai-V-qu* construction is not followed by any clauses take up the second largest percentage (28.3%) of all her findings. This indicates that it is necessary for teachers to present the two main situations (as shown in example (3a) and (3b)) to foreign learners in the Chinese language instruction.

(3a) 他在河边走来走去。

*ta　　zai　　he　　bian　　zou-lai-zou-qu*

3SG　PREP　river　side　walk come walk go

'He is walking back and forth at the riverside.'　(cf. CCL)


(3b) 我想来想去想不出一个办法。

*wo　xiang-lai-xiang-qu　xiang　bu　chu　yi-ge　ban-fa*

1SG think come think go　think　NEG　out　one CL　solution

'I have thought back and forth (but) cannot think out a solution.'　(cf. BCC)


***Verb Frequency***

By searching the following Chinese news websites, I found that there are ten highly frequently-used verbs (see Table 3 and 4) which can be inserted into the construction *V-lai-V-qu*. These ten commonly used verbs, therefore, should be highly recommended in the teaching of the construction *V-lai-V-qu*, and Chinese teachers need to pay close attention to how these top-ten verbs could be used in different contexts.


**Table 3**

*Token Frequencies of Monosyllabic Verbs in the Construction V-lai-V-qu*

| Source / Token frequency / Type of V | Chinese Verbs (monosyllabic) | People's Daily Online[4] (www.people.com.cn) | ECNS (www.chinanews.com) | Sum (30560) | Ratio (100%) (monosyllabic verbs) |
|---|---|---|---|---|---|
| | | | | | |

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[3] Binnick and Beavers (2012) mentioned that the resultative refers to a clause in which, in addition to the main verb (V), there is an additional, secondary predicate known as the result XP, predicating some state that comes about for some participant in the event as a result of the action described by the clause. For instance, the English sentence *John hammered the metal flat* indicates that *hammer* is the main predicate and *flat* is the result XP, and *the metal* is the determiner phrase (DP) predicated of by the result XP.

[4] The reason why I choose news websites to select the top-ten verbs is that the news data is relatively standard and close to reality, compared with traditional Chinese corpora such as Center for Chinese Linguistics PKU (CCL) and BLCU Chinese Corpus (BCC), where some expressions are not standard because they partially come from Weibos or Blogs. Also, one benefit of using news items is that they are more meaning-focused and well-organized compared with the above CCL and BCC, every single news item could provide a specific context (culture, technology, politics, entertainment, economics and the like) for the use of the construction *V-lai-V-qu*.

| No. 1 V$_1$ | 跑 pao (run) | 3521 | 1978 | 5499 | 18% |
|---|---|---|---|---|---|
| No. 2 V$_1$ | 走 zou (walk) | 3366 | 2005 | 5371 | 17.5% |
| No. 3 V$_1$ | 飞 fei (fly) | 2976 | 1897 | 4873 | 15.9% |
| No. 4 V$_2$ | 想 xiang (think) | 2199 | 1446 | 3645 | 11.9% |
| No. 5 V$_1$ | 转 zhuan (revolve) | 1961 | 1148 | 3109 | 10.3% |
| No. 6 V$_2$ | 说 shuo (speak) | 1630 | 897 | 2527 | 8.3% |
| No.7 V$_1$+V$_2$ | 推 tui (push+pass) | 1231 | 468 | 1699 | 5.6% |
| No. 8 V$_1$ | 跳 tiao (jump) | 953 | 520 | 1473 | 4.8% |
| No. 9 V$_2$ | 变 bian (change) | 819 | 528 | 1347 | 4.4% |
| No. 10 V$_1$ | 游 you (swim) | 618 | 399 | 1017 | 3.3% |

**Table 4**

*Token Frequencies of Disyllabic Verbs in the Construction V-lai-V-qu*

| Source / Token Frequency / Type of V | Chinese Verbs (disyllabic) | People's Daily Online (www.people.com.cn) | ECNS (www.chinanews.com) | Sum (1100) | Ratio (100%) (disyllabic verbs) |
|---|---|---|---|---|---|
| No. 1 V$_2$ | 折腾 zheteng (toss about) | 217 | 106 | 323 | 29.3% |
| No. 2 V$_2$ | 讨论 taolun (discuss) | 123 | 76 | 199 | 18.1% |
| No. 3 V$_2$ | 商量 shangliang (negotiate) | 95 | 56 | 151 | 13.7% |
| No. 4 V$_2$ | 琢磨 zhuomo (ponder) | 72 | 36 | 108 | 9.8% |
| No. 5 V$_2$ | 分析 fenxi (analyze) | 55 | 32 | 87 | 7.9% |
| No. 6 V$_2$ | 研究 yanjiu (study) | 56 | 27 | 83 | 7.5% |

| No. 7 V₂ | 考虑 kaol ü (consider) | 49 | 20 | 69 | 6.4% |
|---|---|---|---|---|---|
| No. 8 V₂ | 争论 zhenglun (argue) | 25 | 11 | 36 | 3.3% |
| No. 9 V₂ | 总结 zongjie (conclude) | 18 | 4 | 22 | 2% |
| No. 10 V₂ | 算计 suanji (scheme) | 10 | 12 | 22 | 2% |

## Interim Summary

This section focuses on a corpus-oriented linguistic research in terms of *V-lai-V-qu* in Chinese, what I found are: First, there are two patterns in terms of *V-lai-V-qu* with different types of verbs and meanings. The meaning of the construction *V₁-lai-V₁-qu* (Pattern 1) is to show a repeated spatial motion in opposite directions, and V₁ shows a kind of spatial displacement or movement. The meaning of the construction *V₂-lai-V₂-qu* (Pattern 2) is to denote a continuous or repeated action without a sense of motion, and V₂ indicates a mental and abstract action (motionless in the space). Second, the syntactical distribution in Table 2 shows that the construction *V-lai-V-qu* can not only be used alone, but also serve as predicate, attribute, adverbial and other constituents in different sentences. However, its main function is to be a predicate in most cases (74.2%), indicating Chinese teachers should focus on its role as predicate in the sentences when presenting this construction to foreign learners. Also, the construction *V-lai-V-qu* can be also used to form a simple sentence without adding some clauses, in this situation the meaning of the sentence is to describe that someone is doing something repeatedly from an objective perspective. But in most cases, as previously stated, the construction *V-lai-V-qu* is followed by a resultative clause to form a complete sentence, because the event denoted by the construction can trigger its corresponding comment or thought at the sentence level. Third, the verb frequency in Table 3 and 4 tells that there are ten highly frequently-used verbs (including V₁ and V₂) in the construction *V-lai-V-qu*. They are therefore highly recommended in the teaching of the construction *V-lai-V-qu* in different contexts.

The corpus-based linguistic study, as previously mentioned, can help decide the syntactical distribution and semantic categorization of verbs and *V-lai-V-qu* constructions, thus laying a foundation for the instruction of this construction in the TCFL classroom.

## Teaching Design

This section is devoted to the pedagogical principles of teaching Chinese construction *V-lai-V-qu*, these principles are based on aforementioned theoretical underpinnings and corpus study. With these pedagogical principles in mind, I then designed the teaching demo for the construction *V-lai-V-qu* by using authentic materials. As mentioned before, the target audience of my construction teaching focuses primarily on foreign learners whose proficiency ranges from intermediate to advanced level.

### General Principle

### Fixed Structure

The construction *V-lai-V-qu* (verb is monosyllabic) should be taken as a form-meaning pairing, which means this construction can be taught as a whole, with its unique form (four characters and parallel structure) and meaning (repetitive action). It is not necessary for teachers to tell students the difference among these qualified verbs but is essential to tell them this construction has different types based on different syllables of verb.

### Prototypical Pattern

Teachers should pay more attention to those constructions (*V-lai-V-qu*) which have high frequency based on Chinese corpora studies, thus giving priority to the teaching of the highly frequently-used verbs in the construction. According to the two tables in former section, the prototypical pattern for this construction should be the construction where the two verbs (V-lai-V-qu) are the same and monosyllabic. Given this, it is better for learners to be exposed to the construction *V-lai-V-qu* where the two same verbs are monosyllabic before moving to the constructions where the two same verbs can be both disyllabic in the teaching process. It should be emphasized that the prototypical or original meaning of the construction *V-lai-V-qu* is to show a repeated motion in opposite directions, such as the monosyllabic motion verb *pao* 'run' and *zou* 'walk' in most cases. Also, the extended meaning of the construction *V-lai-V-qu* is to show a repetition without a sense of motion, the relevant verbs in this construction are the abstract ones including *xiang* 'think' with one syllable and *yanjiu* 'study' with two syllables. As a result, the teaching of the construction should be layered by the two semantic sub-classes.

### Context Emphasis

Every single construction in *V-lai-V-qu* should be taught in a context, in order to provide a concrete setting for learners to understand in what kind of context they could use this construction correctly. Accordingly, teachers need to figure out what kind of words or phrases can collocate with this construction in most cases. On this account, there are two different teaching patterns which are made of serial chunks, as described in the following section. For each chunk it should include its own meaning and form. Noticeably, teachers should adopt authentic materials (see the video teaching sample in the following) to help create the specific contexts for the usage of these two teaching patterns.

### Different Drills

Once the meaning and form of the construction *V-lai-V-qu* are taught by teachers in the class, learners should be given enough time to finish the corresponding practice in different forms (see the drills at the end of this paper). By doing so, potential problems pertaining to learners' understanding and performance on this construction can be checked in time.

### Two Types of Teaching Patterns

According to analysis of news websites (*People's Daily Online* and *ECNS*) and Zhou's study (2017), it is clear that this construction *V-lai-V-qu* can be mainly used in the situation where a result can be triggered by the event denoted by the construction, that is, the use of the construction *V-lai-V-qu* containing a resultative is preferred in the authentic materials. In order to simplify the teaching and learning process, I henceforth mainly demonstrate the following

two sentence patterns with resultatives. All the cases are cited from news items as authentic material[5].

**Teaching Pattern 1.** The whole meaning: to express comments or thoughts on the repetitive motion in opposite directions.

Chunks:   Noun (subject)   +      $V_1$-lai-$V_1$-qu (predicate)   +         Resultative

Meaning: action performer       repeated spatial motion              comment or thought

Top Ten Frequently-used Verbs (Table 3 and 4):

Monosyllabic: pao (跑), zou (走), fei (飞), zhuan (转), tui (推), tiao (跳), you (游), ...

Disyllabic: no cases

Authentic Material Sample:

(4) 这个小姑娘 (subject) 能吃苦，在山沟里跑来跑去 ($V_1$-lai-$V_1$-qu) 也不怕累 (resultative)。

(《中国新闻出版报》2013 年 10 月 09 日)

'This little girl (subject) can bear hardships to run back and forth ($V_1$-lai-$V_1$-qu) in the ravine, but she didn't feel tired (resultative clause).'

(5) 我 (subject) 走来走去 ($V_1$-lai-$V_1$-qu)，没发现学校 (resultative)。

(《中青在线》2018 年 07 月 12 日)

' I (subject) walked over and over ($V_1$-lai-$V_1$-qu) but I did not find the school (resultative).'

(6) 要是我 (subject) 要参加欧洲地区的大小比赛，飞来飞去 ($V_1$-lai-$V_1$-qu) 也需要不菲的费用 (resultative clause)。(《广州日报》2014 年 10 月 20 日)

'If I (subject) want to participate in the big or small competitions in Europe, it will cost a lot (resultative clause) to fly around ($V_1$-lai-$V_1$-qu).'

(7) 公天鹅 (subject) 一直在湖里游来游去 ($V_1$-lai-$V_1$-qu)，是为了四处寻找自己的伴侣 (resultative clause)。  (《成都商报》2016 年 05 月 07 日)

'The male swan (subject) has been swimming back and forth ($V_1$-lai-$V_1$-qu) in the lake in order to find his female partner around there (resultative).'

**Teaching Pattern 2.** The whole meaning: to express comments or thoughts on the repetitive action without motion.

Chunks:   Noun (subject)   +      $V_2$-lai-$V_2$-qu (predicate)   +         Resultative

Meaning: Action performer       repeated action without motion         comment or thought

Top Ten Frequently-used Verbs (Table 3 and 4):

Monosyllabic: xiang (想), shuo (说), tui (推), bian (变)...

Disyllabic: zheteng (折腾), taolun (讨论), shangliang (商量), zhuomo (琢磨), fenxi (分析), yanjiu (研究), kaolü (考虑), zhenglun (争论), zongjie (总结), suanji (算计)...

Authentic Material Sample:

(8) "我 (subject) 想来想去 （$V_2$-lai-$V_2$-qu）觉得还是应该考北广的研究生 (resultative)。"

(《人民网》2017 年 09 月 07 日)

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[5] Even though the news data as authentic materials, could be somewhat different from our daily conversation, because the expressions from the news are processed by the news editors in order to make sure the Chinese language is normally used, but the news items can still serve as natural teaching materials for foreign students in advanced level.

'I (subject) have <u>thought back and forth</u> (V₂-lai-V₂-qu) and <u>feel that I should take part in the graduate entrance exams held by Beijing Broadcasting Institute</u> (resultative).'

(9) <u>他们</u> (subject) <u>说来说去</u> (V₂-lai-V₂-qu)，<u>就是房价不能跌</u> (resultative)。

(《人民网》2012 年 05 月 23 日)

'<u>They</u> (subject) have <u>talked over and over</u> (V₂-lai-V₂-qu) and believe that <u>the housing price cannot be reduced</u> (resultative).'

(10) <u>他</u> (subject) 说，"<u>折腾来折腾去</u> (V₂-lai-V₂-qu)，<u>家里的积蓄花光了</u> (resultative) 。"

(《大河网》2014 年 05 月 23 日)

'<u>He</u> (subject) said that <u>his family savings had been used up</u> (resultative clause) after <u>tossing back and forth</u> (V₂-lai-V₂-qu).'

(11) <u>这个问题很多人</u> (subject) <u>讨论来讨论去</u> (V₂-lai-V₂-qu)，<u>都无法得出一个令人满意的结果</u> (resultative)。   (2014 年 10 月 24 日《北京晨报》)

'<u>Many people</u> (subject) have <u>discussed back and forth</u> (V₂-lai-V₂-qu) on this issue but <u>they cannot get a satisfying result</u> (resultative).'


**Teaching with Video Clips**

As noted earlier, the benefit of teaching with videos is to help create an authentic and vivid context where learners can feel why native Chinese speakers need to use the *V-lai-V-qu* construction and how the two different patterns of this construction can be used in different settings. The video teaching in foreign language instruction has been discussed for a long time. For example, Secules et al. (1992) pinpoint one of the advantages in video teaching is that it allows second language learners to observe the dynamics of interaction where native speakers can speak in different registers or with paralinguistic cues such as posture and gestures. And Ilin et al. (2013) use videos as technology to teach grammar in English for specific purpose classes, showing that the video teaching is proved to be effective in class preparation and self learning, and it can trigger willingness and motivation of grammar learning among foreign students. There is a reason to believe that through video teaching, Chinese as foreign language learners can effectively understand the meaning and form of the *V-lai-V-qu* construction in different contexts, and they will be motivated to use different patterns during the instructor-led communicative activities. Here is the teaching design based on video clip:

**Goal**: Learn to use the construction *V-lai-V-qu* in different contexts

**Students**: Learners who have reached the intermediate-advanced level (different or same backgrounds)

**Material**: A dialogue between two high school students kept in a video clip

**Method**: Usage-based Approach

**Duration**: 20 minutes

**Steps**：

A. Ask students to watch the 2-minute video clip (it should be designed ahead of time) in order to understand what the dialogue shows to them in the context.   (length: 2 minutes)

B. Teacher then points out the possible new words in the script below, such as "呗"、"好像"、"严"、"敢"、"确实"、"欸"、"毕竟", and briefly explains these words in English to make students understand the whole script better. (length: 3 minutes)

C. Replay this video, teacher asks students to pay close attention to one frequently-occurred (four times in total) construction in this dialogue and leads students to find it. (length: 1 minute)

D. Teacher should mainly explain the two different forms and meanings of this construction ($V_1$-lai-$V_1$-qu and $V_2$-lai-$V_2$-qu), based on the different contexts. (length: 5 minutes)

E. Teacher then concludes this form-meaning pairing, with an emphasis on the qualified verbs (Top ten in Table 3 and 4) which can be inserted into the construction. (length: 5 minutes)

F. Teacher creates different contexts, then lets students fill qualified verbs into this construction. The goal is to lead students to make acceptable sentences under the timely instruction. (length: 4 minutes)

**Authentic corpus-based video script**

(Context：A 和 B 是高中室友，A 发现 B 最近有点儿不高兴，晚上睡不着，总是在宿舍里**走来走去** **($V_1$ 来 $V_1$ 去)**，一天晚上 A 从床上下来，想问问 B...)

A: 你怎么了？

B: 哎，最近英文考试没考好呗，有点儿烦。

A: 过去就过去了，别想了。

B: 我觉得准备得还好啊，可是...

A: 会不会是题目出得比较难呢？

B: 应该不会吧，但我这几天**想来想去** **($V_2$ 来 $V_2$ 去)**，好像复习方法上有问题。

A: 你要不找你们英文老师聊聊？我看他每天晚上都在运动场**转来转去** **($V_1$ 来 $V_1$ 去)**。

B: 他很严的，上课时我们都不太敢问问题。我看我还是自己先想想吧。

A: 可是下周就要期末考试了，你还得准备其他的考试啊！

B: 嗯，确实，那怎么办呀？

A: 欸，你可以问一下高文中，他上次不是考了你们班第一吗？

B: 算了吧，我看他这次考得也一般。

A: 啊，是吗？那还有谁能帮你呢？要不你还是去找找英文老师吧，毕竟他是教你们的。

B: 好吧，**说来说去** **($V_2$ 来 $V_2$ 去)** 也只有去找英文老师了。


**Corresponding Practice**

（1）组句练习 (Rearrange the order of the given words including *V-来-V-去* to form a new sentence)。

Example：在，公司，小王，找到，也，几个，工作，跑来跑去，没有

→小王在几个公司跑来跑去也没有找到工作。

1. 他，也，没有，找来找去，找到，书，中文

→ _____

2. 还是，哥哥，周末，打算，想来想去，打球，去

→ _____

3. 觉得，晚饭，最好，的，吃来吃去，还是，李友，学校

→ _____

4. 也，结果，讨论来讨论去，我们，没有，一个。

→ _____

5. 北京，还是，旅游，他们，去，最后，商量来商量去。

→ _____

（2）情景造句 (Make *V-来-V-去* involved sentences based on different contexts)
Make *V-来-V-去* constructions based on your own life experiences. Make sure to write a specific context in English (to show the situation where you or someone has done something repeatedly with or without motion) and your own sentence involving *V-来-V-去* in Chinese to demonstrate how to use such constructions to express the intended meaning. Two sentences in the contexts are required to provide.
1. Context:_____

_____

_____

V-来-V-去:

_____

_
2. Context:_____

_____

_____

V-来-V-去:

_____

Keys:
（1）1. 他<u>找来找去</u>也没有找到中文书。
2. 哥哥<u>想来想去</u>还是打算周末去打球。
3. 李友<u>吃来吃去</u>还是觉得学校的晚饭最好。
4. 我们<u>讨论来讨论去</u>也没有一个结果。
5. 他们<u>商量来商量去</u>最后还是去北京旅游。
（2）1. Context: One of my classmates often walks back and forth in the back of the classroom.
V-来-V-去: 我的一个同学常常在教室后面<u>走来走去</u>。
2. Context: I used to think twice and finally I decided to go to Beijing to study Chinese.
V-来-V-去: 我<u>考虑来考虑去</u>，最后决定去北京学习中文。

## Conclusion

    In this paper, my major focus is to discuss how to teach the Chinese construction *V-lai-V-qu* by proposing pedagogical principles and designing teaching demo in the TCFL classroom. To do so, I came up with some pedagogical principles by adopting a usage-based constructionist approach and referring to results from the corpus study. Also, an authentic corpus-based video script was designed to help foreign learners understand the meaning and form of this construction in different contexts. However, this study is limited to traditional linguistic analysis and expected teaching design, and the interlanguage data such as the use of *V-lai-V-qu* by foreign students still need to be collected to show the typical errors. Future direction should be put on the foreign learners' performance on this construction, to further investigate the learning effect by conducting empirical research. Therefore, it is necessary to

demonstrate the effect of usage-based teaching approach applied in the Chinese language education with the help of authentic materials. My expectation is to firstly choose 30 to 40 foreign learners (e.g. L1 English L2 Chinese) as the participants of my teaching test, their proficiency ranges from intermediate to advanced level, basically in CHN 301 and 401 classes. These learners will be then divided into treatment group (learners being taught through usage-based constructionist approach) and control group (learners without being taught through this approach), with a focus on the tests on the treatment group after their being taught the construction *V-lai-V-qu*. The data of different teaching groups through pre-test and post-test will be compared by using statistical tools, and the argument of the usage-based teaching approach would be strengthened as expected. For instance, there is a significant difference in the two groups, the treatment group should outperform the control group after instruction. However, more variables need to be considered in the designing of an effective teaching test.

To conclude, this paper serves as a case study of teaching Chinese verbal constructions based on corpus study and usage-based approach. Further research will be targeted at an empirical study such as classroom teaching practice and a comparison between usage-based approach and other pedagogical approaches with regard to construction teaching. It is therefore believed that the usage-based constructionist theory as well as authentic teaching will be further explored in the field of TCFL in the years to come.

## Acknowledgments

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## Appendix

**Abbreviations**
1SG: First Person Singular;
3SG: Third Person Singular;
PREP: preposition;
NEG: Negation Marker;
CL: Classifier;
PROG: Progressive Marker.