Introduction to the volume

The 9th International PG Conference in Linguistics and Language Teaching, held in July 2014 at Lancaster University, was organized by research students to create a space for postgraduate students across universities to present their current research projects. This volume includes five of these papers and the topics range from different fields, including language acquisition, language teaching, corpus linguistics and pragmatics.

Emilie Riguel in *Phrasal verbs, "the scourge of the learner"* uses a mixed method approach to compare the use of phrasal verbs with native speakers and non-native speakers' written productions. Her contribution to the field goes beyond the administration of a multiple-choice test to both groups to show the avoidance strategy as she also uses corpus analysis in order to understand the difficulties, ambiguities and errors of non-native English students' in terms of comprehension. Her results confirm that learners of English as a second language tend to adopt an avoidance strategy with respect to phrasal verbs. This work also shows that 'the phrasal verb errors of use in learners' productions are caused by the constraints induced by the learners' mother tongue on the target language, as well as the inherent complexity of the target language'.

Muna Alshehri in *The effects of frequency of exposure, elaboration, and individual differences on incidental vocabulary learning* intends to address the gap to measure incidental learning vocabulary from oral input (listening). The study measured the short-term word retention of young Saudi EFL learners after listening to a story from the three dimensions of spoken form. Results revealed that words could be learned incidentally from listening. More importantly, regression analyses showed that the provision of definitions of the new words during listening was the most significant predictor of word knowledge retention in all three post-tests.

In *Perception, production and perceptual learning in the second language: a study of perceptual learning* by L1 Bengali speakers of L2 English, **Jacqueline Ingham** describes an initial pilot study which tests whether evidence of perceptual learning of word-initial obstruents can be extrapolated between learners from the same L1 background with differing L2 linguistic experience. The study provides evidence to confirm the initial claim. However, as this student researcher suggests 'this study must be extended to larger groups'.

As the title suggests, *A corpus-based investigation of the Given Before New (GBN) principle in Tanzanian English* by **Sondos Hassan Ibrahim** employs corpus-based methods to analyse the personal columns category of the Tanzanian component of ICE-EA (The East-

African component of the International Corpus of English). The study compares the frequency of GBN and NBG (New before Given) structures in this corpus category, evaluating the contexts in which these structures occur. Her findings reveal that, although NBG is more prevalent in Tanzanian English than in standard British English, GBN remains a dominant feature in this English variety.

Name-calling in Greek YouTube comments, by **Maria Vasilaki**, focuses on the functions of name-calling in the comments' section of a Greek YouTube political video. Using Culpeper's framework for analysing impoliteness and Ljung's schema, the author examines the themes and the internal structure of name-calling constructions. Findings suggest that the themes of name-calling vary according to the (un)specificity of the addressee. The study aims to throw some light on online impoliteness and, specifically, name-calling in Greek as little is known in this particular context.

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