Same-verb different-particle phrasal verbs in Philippine English

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Abstract

English preposition is one of the hardest features to learn and master, especially by 'nonnative' speakers of the English language; hence, several Filipinos tend to interchange particle/preposition in phrasal verbs (PhVs) (e.g., *fill up* and *fill out*). As such, this study aimed to compare the semantic features and idiomatic status of selected same-verb different-particle PhVs, and describe their syntactic features utilizing the Philippine component of the International Corpus of English (ICE-PHI) and the Global Web-based English Corpus (GloWbE) Philippines. This study revealed evidence that clearly shows the interchange of particle/preposition for the same verb. A new meaning has been found for two PhVs. Most of the PhVs follow the type 2 (transitive) pattern, while others follow the type 1 (intransitive) pattern. They generally occur in the medial position, rarely in the beginning position, and very rarely in the final position. The study suggests that despite the interchange, Filipinos generally follow the American English (AmE) usage of PhVs. Also, despite the fact that PhV is not an inherent characteristic in the first language, Filipinos still show adequate knowledge and proficiency in the use of PhVs in their utterances. The interchange of particle/preposition may be considered as an emerging feature of Philippine English (PhE).

Keywords: Language variation, Philippine English, phrasal verbs, semantics

1. Introduction

Since the emergence of the Philippine component of the International Corpus of English (ICE-PHI) compiled by Bautista et al. (2004), and years before it was compiled, it can still be considered that relatively few studies have explored Philippine English (PhE) (e.g., Bautista, 2011; Biermeier, 2011; Borlongan, 2011; Collins, 2011; Coronel, 2011; David, 2019; Dita, 2011; Ella & Dita, 2017; Friginal, 2011; Gonzalez, 1996; Hundt, 2011; Llamzon, 1997;

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Munalim, 2019; Pauwels & Winter, 2011; Schneider, 2011), considering that PhE is so vast and has subvarieties (see Gonzales, 2017), although some claim (e.g., Paz, 2020) that studies in PhE are quite extensive already. Besides, PhE can still be considered a new field in the studies of varieties of the English language. In these studies, pieces of evidence emerged that clearly show how English in the Philippines is unique and different, but mutually intelligible, from other varieties. These variations may have been brought about by the country's architecture of conventions of native languages, sociolinguistic variables, and other extralinguistic factors. It is also evident that some aspects of English in the Philippines are no longer the same as the AmE. Deviations from the so-called 'standard,' although there is no such thing as that as far as descriptive linguistics and World Englishes are concerned, are considered a language drift or a case of indigenization where an English variety has particular linguistic features, which are very unlike the AmE or British English (BrE) varieties (Malicsi, 2007). It is for this reason that the question "When does an error become a feature of PhE?" had been a subject of debates. Gonzalez (1983) answered this question arguing that errors become features when educated elites in society commit them. In effect, these errors, when diffused (Malicsi, 2007), will eventually be accepted by society as the 'standard.' Llamzon (1969) referred to this kind of English as "the type of English which educated Filipinos speak and which is acceptable in educated Filipino circles" (p. 15). This view is seen to be one of the major inadequacies in the study of PhE as it is generally reserved only to the educated few, disregarding the "class-based, regionally-marked, and other potentially differentiating varieties" of PhE (Paz, 2020, p. 49) and misrepresenting the true identity of PhE as a whole. To acknowledge other substrate-influenced varieties and make PhE inclusive, Gonzales (2017) argues that the notion 'Philippine Englishes' should be adopted by scholars, invalidating the 'standard' PhE previously described by some Filipino scholars.

Scholars have different views on the status of PhE in reference to Schneider's (2003) dynamic model. Schneider (2003) located PhE in the nativization stage where it is fossilized. Martin (2014) supported this claim and debunked the concept that PhE is already at the endonormative stabilization stage citing that PhE is disregarded by Filipinos as an identity carrier by still choosing Anglo-American literature such as the works of Ralph Waldo Emerson, Henry Wadsworth Longfellow, and Washington Irving instead of those Philippine in origin, a case that is unlike the Singapore English. Borlongan (2016), however, debunked Martin's (2014) claim and argued that PhE has already met the criteria of the endonormative stabilization stage in that event X, which is the very specific event that transitions an English-using state or territory from phase 3 to phase 4 (see Schneider, 2007), has already taken place in the development of PhE. Gonzales (2017) showed evidence that PhE is at the dawn of differentiation stage on the basis of the birth of other PhE dialects and the construction of identities of communities, although some prerequisites were acknowledged to have not been met yet. In a more recent study, Tatel (2019) claimed that PhE is now entering the endonormative stabilization phase. The reason for this is the weakening of the complaint tradition or of widespread phenomenon where the public expresses its dismay in the apparent decline in the so-called language 'standards.' Nonetheless, PhE is recognized as a legitimate nativized variety of English (Bautista & Bolton, 2009; Borlongan, 2016; Gonzales, 2017;

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Malicsi, 2007; Schneider, 2003, 2007) belonging to the outer circle in Kachru's (1983, 1985, 1990, 1992) concentric circle model and has different lexical, phonological, and grammatical features that are uniquely Filipino (Dita & Borlongan, 2020).

In line with the present study, it has been observed that two different particles/ prepositions are used interchangeably for the same verb in the PhV constructions, but they refer to or convey the same meaning. These include *make up of* and *make out of*, *come up with* and *come out with*, *compare with* and *compare to*, *fill up* and *fill out*, *connect to* and *connect with*, *base on* and *base from*, *set up* and *set out*, *work on* and *work out*, *hand in* and *hand over*, *end up* and *end with*, *associate with* and *associate to*, among others. Having observed these differences and the interchange of particles/prepositions for the same verb in the PhV constructions among Filipino speakers who naturally utter them, this study was formulated. Thus, the main aim of this study was to investigate the semantic and syntactic features of binary PhVs utilizing two large corpora of English in the Philippines.

1.1 Theoretical Framework

Multi-word verbs (MWVs) are a combination of a verb and one or two particles or prepositions (Quirk et al., 1985). MWVs are classified into three types: phrasal verbs (PhVs), prepositional verbs (PVs), and phrasal-prepositional verbs (PPVs). PhVs are multi-word units that consist of a verb followed by an adverbial particle, which have core spatial or locative meanings but generally used with extended meanings (e.g., *carry out*). PVs consist of a verb and a preposition (e.g., *talk about*). PPVs consist of both an adverbial particle and a preposition (e.g., *come up with*) (see Biber et al., 1999).

In some cases, a PhV is used to refer to all three types of MWVs; hence, it is a multi-word unit consisting of a verb followed by a particle or a preposition. According to Cambridge Dictionary (2018), the most common particles used to form PhVs are *around*, *at*, *away*, *down*, *in*, *off*, *on*, *out*, *round*, and *up*. PhVs consist of a verb and a particle (e.g., *drop out*, *end up*, *live out*, *put down*, *etc.*). There are two types of PhVs in terms of syntactic feature: type 1 (intransitive) and type 2 (transitive).

Intransitive PhVs consist of a verb, and an adverb particle, which functions like a predication adjunct and is usually inseparable from its lexical verb. These are also considered as idiomatic and cohesive. Examples are cited below.

1. Elena has been *dropped out*.
2. I did my best, but I *ended up* unsatisfactory.

Transitive PhVs, on the other hand, take a direct object, which can either be preceded or followed by a particle. This means that a phrasal verb may be split to insert in between the direct object. Examples are cited below.

3. Thank you for *bringing* that (matter) *up*.
4. Thank you for *bringing up* that matter.

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In terms of semantic features, meanings of MWVs can be determined in replacement by a single-word verb, e.g., *request* for *appeal to, meet* for *bump into,* etc. (Quirk et al., 1985). MWVs are classified into three categories: non-idiomatic, semi-idiomatic, and highly idiomatic constructions. Non-idiomatic constructions are MWVs "where individual meanings of the components are apparent from their constancy in possible substitutions," e.g., *take out*, *bring in*, *run down*, etc. (Quirk et al., 1985, p. 1162). Semi-idiomatic constructions are MWVs where "the relation between the verb and particle is similar to that between a stem of an affix in word formation, in that the substitution of one verb for another, or one particle for another, is constrained by limited productivity," e.g., *find out* for *discover*, *cut up* for *cut into pieces*, etc. (Quirk et al., 1985, p. 1162-1163). Highly idiomatic constructions are "thoroughly idiomatic in that there is no possibility of contrastive substitution," e.g., *hang on* for *wait* or *hold tightly*, *pass away* for *die* (Quirk et al., 1985, p. 1163).

However, it is imperative to note that the difference in the use of particles or prepositions for the same verb in PhV constructions may be attributed to conformance to either AmE or BrE. For instance, the particles *with* and *to* are used interchangeably for the verb *compare* when estimating the similarity or difference between things. When the PhV is in the intransitive form, the former particle is preferred in BrE, while the latter is slightly more frequent in AmE. However, in some cases, *to* is obligatory when used to make an analogy between two different things or to say that one thing resembles another (Oxford Dictionaries, 2018). The difference may also be attributed to deviations from these varieties, forming a feature uniquely of its own. For example, the particle *out* in the PhV *fill out* is commonly interchanged with *up*, especially when the PhV is used for the word *form* (e.g., *fill up the form*). Deviations or differences may result from insufficient knowledge of or relatively low proficiency in using the so-called standardized English varieties (e.g., AmE or BrE), but such view is error-oriented, static, monocentric, and dichotomous. Anchored in Kachru's (1983, 1985, 1990, 1992) concentric circle model, these differences or deviations are already a process called norm-developing. It is therefore essential to be reoriented and to recognize the different contexts (i.e., sociolinguistic, functional, pragmatic, and attitudinal) that contribute to the emergence of new English varieties.

1.2   Studies on Phrasal Verbs

Interestingly, studies in PhVs have shown significant and noteworthy findings that are pivotal in understanding the different roles and meanings of PhVs. Various theoretical perspectives and approaches have also emerged relative to PhVs' linguistic features including lexicon, syntax, and semantics. For instance, according to the principle of lexical integrity, "the syntax neither manipulates nor has access to the internal structure of words" (Anderson, 1992, p. 84). Hence, analyzing the morphological aspect of PhVs is a violation (Iacobini, 2009, p. 99). However, in the case of Italian PhVs, the formation of such constructions has been determined by lexicalization and grammaticalization. Evidence of correspondences between PhVs and clear morphological structures revealed an overlapping between the range of directional meanings conveyed by prefixed verbs and PhVs (Iacobini, 2009).

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Following the cognitive-linguistics-based methodology, Mahpeykar and Tyler (2015) analyzed the semantics of verbs and particles in four PhV constructions and revealed the compositional nature of PhVs that show multiple meanings. Through the interaction of polysemic networks of component verbs and particles, these meanings can be systematically accounted for.

Dagut and Laufer (1985) endeavored to classify 15 PhVs into three types, i.e., literal, figurative, and completive, which can be a basis for studying other PhVs of English and any other languages in various approaches, especially corpus-based. For example, in the study of Liao and Fukuya (2004), it was revealed that Chinese learners tended to produce literal PhVs than figurative ones.

In line with the present study, Ella and Dita (2017) investigated MWVs in PhE, specifically PPVs using ICE-PHI, and focused on the syntactic and semantic features of the six most frequent PPVs in the said corpus, i.e., *come up with*, *get out of*, *look forward to*, *come out with*, *hold on to*, and *catch up with*. Most of which are used in the active voice. The study revealed that the semantic features of the said PPVs conform to standard meanings from online dictionaries. Ella and Dita (2017) noted that Filipinos show minimal usage of PPVs and are conservative in using them in their utterances as 'nonnative' speakers of English, the fact that phrasal verbs do not exist in Filipino. As such, Filipinos tend to deviate from the so-called standardized usage of phrasal verbs and to form new, unique features.

1.3   The Study

To date, no study is available yet relative to the semantics of PhVs, specifically PhVs whose particle/preposition is often interchanged. Hence, this study aimed to investigate the binary phrasal verbs in PhE. To achieve this, the study specifically aimed to (1) compare the semantic features of the binary PhVs, (2) determine their idiomatic status, and (3) describe their syntactic features.

2.   Method

This study utilized descriptive quantitative and qualitative methods following the corpus linguistics approach to analyze, compare, and contrast same-verb different-particle phrasal verbs. A total of 44,356,871 tokens were utilized for the data: 1,106,778 from ICE-PHI compiled by Bautista et al. (2004), and 43,250,093 from GloWbE. The data are considered naturally occurring language. The ICE-PHI consists of nonprofessional writing, correspondence, academic and nonacademic writing, reportage, instructional writing, persuasive writing, creative writing, private and public dialogues, and scripted and unscripted monologues; while the GloWbE consists of informal blogs, online news, magazines, and company websites (Davies, 2015).

The list of PhVs investigated was derived from the researcher's observation of everyday interaction. The particles/prepositions of these PhVs were found to have been

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frequently interchanged by Filipino speakers; hence, these items were examined in the corpora. The PhVs included were: *base from* and *base on*, *come out with* and *come up with*, *compare to* and *compare with*, *connect to* and *connect with*, *fill out* and *fill up*, *leave to* and *leave with*, *made out of* and *made up of*, *relate to* and *relate with*, and *talk to* and *talk with.*

These PhVs were individually searched using AntConc 3.5.8 and GloWbE search system designed to provide frequency counts and concordance samples. The PhVs in the past tense (e.g., *compared to*), third-person singular (e.g., *compares to*) and plural (e.g., *compare to*), and progressive aspect (e.g., *comparing to*) were included in the search and analysis.

For the quantitative part, each PhV was analyzed using the observed absolute frequency (OAF) to determine the number of occurrences in both corpora. For the semantic features, each PhV was analyzed in terms of these categories following Quirk et al.'s (1985) semantic criteria for idiomatic status: "non-idiomatic, semi-idiomatic and highly idiomatic" (p. 1162). The meanings of the PhVs were described according to how they were used in context. The Merriam-Webster Dictionary (2018) was consulted for the single-word meaning of each of the PhVs. Then the binary PhVs were compared in terms of meaning. For the syntactic features, each PhV was analyzed in terms of concord, transitivity and intransitivity, and separability and inseparability.

3.   Results and Discussion

The data in Table 1 show that same-verb different-particle PhVs were explicitly used in both corpora with GloWbE containing a higher number of occurrences for all PhVs as compared with ICE-PHI. This is possibly because the number of tokens in the former is greater than the latter. Nevertheless, an interchange of particles for the same verb is prevalent in PhE.

Table 1
Observed absolute frequency, and syntactic and semantic features of phrasal verbs in Philippine English

Phrasal Verb	ICE-PHI	GloWbE	Total	Syntactic Feature	Semantic Feature	Idiomatic Status
	OAF	*OAF*				
base from	6	119	125	T2	- To use particular ideas or facts to make a decision	Semi-idiomatic
base on	223	7623	7846	T2		
come out with	23	346	369	T1	- To produce, create, devise, or think up	Highly Idiomatic
come up with	75	2151	2226	T1	- To produce, create, devise, or think up	

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Table 1 continued...

Phrasal Verb	ICE-PHI	GloWbE	Total	Syntactic Feature	Semantic Feature	Idiomatic Status
	OAF	*OAF*				
compare to	112	3783	3895	T2	- To equate or differentiate between things	Non-idiomatic
compare with	48	1097	1145	T2		
connect to	26	1621	1647	T2	- To join two things together or to relate one thing with another	Non-idiomatic
connect with	17	1301	1318	T2		
fill out	9	381	390	T2	- To complete a form or application	Semi-idiomatic
fill up	13	679	692	T2	- To make something full - To complete a form or application	Non-idiomatic Semi-idiomatic
fill up	13	679	692	T2	- To make something full - To complete a form or application	Non-idiomatic Semi-idiomatic
leave to	29	1713	1742	T2	- To leave someone or something to someone - To depart	Non-idiomatic
leave with	28	765	793	T2	- To leave someone or something with someone or something - To leave with someone or something - To depart with someone or something	
made out of	4	247	251	T1	- Something that has been changed or transformed one thing into another - Made from something	Semi-idiomatic

Table 1 continued...

Phrasal Verb	ICE-PHI	GloWbE	Total	Syntactic Feature	Semantic Feature	Idiomatic Status
	OAF	*OAF*				
made up of	18	585	603	T1	- Consist of something - Something that has been changed or transformed one thing into another	Highly Idiomatic
relate to	110	4011	4121	T2	- To show or make connection between two or more things	Non-idiomatic
relate with	7	151	158	T2		
talk to	156	4018	4174	T1	- To converse with someone	Non-idiomatic
talk with	34	809	843	T1		

To better understand the similarities and differences of the two-type PhVs, the following subsections are presented:

base on and base from

This study found that the PhVs *base from* and *base on* are semantically the same. The verb *base* means *to make*, *form*, or *serve as basis for something*. The particle *from* is used as a function word to indicate a starting point of something, while *on* is used as a function word to indicate position in contact with or supported by the top surface. Combining the verb to its preposition, the PhVs *base from* and *base on* mean *to use particular ideas or facts to make a decision*. Both are considered semi-idiomatic because the particles show limited productivity, and generally occur in the medial position (1, 2, 4, 5, 6) and rarely in the beginning position (3). They follow the type 2 (transitive) pattern and are separable when they are in the active voice. Examples are cited below.

(1) Literature during the Colonial America were written **based from** the experiences of the writer, that's why it was called as the Literature of experience and sometimes with imagination. <ICE-PHI:W1A-015#84:2>

(2) You may also agree that it's not measured **based from** where class of society an individual belongs to. <GloWbE: The Roller Coaster Ride of a Happy and Matured Rider>

(3) **Based on** the quotation submitted by PENTAGRAFIX, Inc. (the company that will produce the said printed material), it seems that the most reasonable package to take is OPTION 2, considering the paper, size, color, number of pages and process specifications. <ICE-PHI:W1B-020#110:5>

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(4)   The latter is ***based on*** algorithms determined by your website's relevancy to the search item. <GloWbE: Online Marketing Services You have to know about Social Media>

(5)   Such tables can be ***based on*** image histograms. <ICE-PHI:W2A-034#19:1>

(6)   It ***bases*** its decisions principally ***on*** the results of the Ateneo College Entrance Test, on past academic performances, on the recommendations of teachers, and on information contained in the application form. <ICE-PHI:W2D-002#31:1>

Many dictionaries such as Macmillan Dictionary (2018), Thesaurus Dictionary (2018), and Cambridge Dictionary (2018) do not acknowledge *base from* as a standard PhV. Since the word *base* can imply a source of the basis or foundation of something, it may be the reason why the preposition *from* was/is used in some cases in PhE. Nevertheless, it can be assumed that such a feature of PhE is likely the same as the AmE variety considering that the PhV *base on* (*OAF*=7846) is preferred than *base from* (*OAF*=125).

come up with and **come out with**

It is worthy to note that the PhVs *come up with* (*OAF*=2226) and *come out with* (*OAF*=369) are semantically the same in PhE. Both mean *to produce, create, devise, or think up*; therefore, they can be used interchangeably. The verb *come* means *to move toward something*. It also means *to reach, approach, or advance*. The particle *up* is used as a function word to indicate motion to or toward, or situation at a higher point. Linking the verb *come* to the particle *up* suggests a movement from a lower to a higher position. The particle *out,* on the other hand, is used as a function word to indicate an outward movement. Combining the verb *come* to the particle *out* means *to come into public view*. The particle *with* is used to say that people or things are together in one place, or that two or more people or things are doing something together or are involved in something. It also means *having* (a particular characteristic, possession, etc.). Combining the three elements (i.e., *come up with* and *come out with*), they become PPVs and are therefore highly idiomatic. Both follow the type 1 (intransitive) pattern and are inseparable. However, while *come up with* generally occurs in the medial position (7) and rarely in the final position (8), *come out with* generally occurs only in the medial position (9, 10). It should be noted that in other instances, the preposition *with* is not really a part of the PhV *come out*, which, when put together, literally means *to appear* (11).

(8)   Then and then you integrate it with the visuals and I want to see you know I wanna hear my voice and then I wanna see what kind of visuals you ***come up with.*** <ICE-PHI:S1A-085#147:1:A>

(9)   Now uh <,> of course there is that gestation period that we have to pass through uh we cannot avoid uh that uh stage even if we were to

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    start after uh ten years we still have to pass through that uh gestation period uh but I I as I have said uh the government uh can uh if only it has the political will can uh ***come out with*** the necessary measures to cushion the impact of this on on the workers. <ICE-PHI:S1B-059#93:1:A>

(10)   Soon after the Manila Times ***came out with*** a public apology from its publisher Robina Gokongwei-Pe talk surfaced that the threat of an audit by the Bureau of Internal Revenue was the last straw that <?> brought </?> the family to publish an apology to the President. <ICE-PHI:S2B-006#68:1:E>

(11)   The brand ***came out*** with a series of photos of her wearing giant miffy ears… <GloWbE: https://triciagosingtian.com/>

        Cambridge Dictionary (2018) and MacMillan Dictionary (2018) suggest that the PhV *come up with* means *to think of or suggest an idea or plan.* It also means *to produce or provide something that people want* (MacMillan Dictionary, 2018). Thus, the meaning of *come up with* in this study is the same as the meaning in the said dictionaries. However, both dictionaries do not suggest that *come out with* means the same thing as what was found in this study (9). MacMillan Dictionary also suggests that *come out with* means *to say something suddenly*, *usually something that surprises or shocks people* or *to introduce a new product.* For Cambridge Dictionary, it means *to make something available to the public*. As seen in the examples, it is apparent that the meaning is the same as the suggested meanings in the dictionaries.

compare to **and** ***compare with***

The findings also revealed that the PhVs *compare to* and *compare with* are semantically the same. The verb *compare* means *to say that something is similar to something else*, or *to examine the character or qualities of something, especially in order to discover resemblances or differences*. The particle *to* is used to indicate the place, person, or thing that someone or something moves toward. It is used as a function word to indicate similarity, correspondence, dissimilarity, or proportion. In addition, the particle *with* is also used as a function word to indicate the object of a statement of comparison or equality, or to indicate a manner of action. When the verb is combined with the particle *to* or *with,* it becomes a PhV that means *to equate or differentiate between things*; hence, both are non-idiomatic or literal. Further, the examples in (12) and (13) affirm the claim of English Oxford Living Dictionaries (2018) that when the verb *compare* is used to resemble one thing with another or to make an analogy between two different things, the preposition *to* is obligatory. Examples are given below.

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(12)   ***Compared to*** nucleotide sequencing which is labor intensive and requires strong amplification of the DNA, PCR-SSCP allows processing of a larger number of samples (<foreign> e.g. </foreign> , 40 samples per gel). <ICE-PHI:W2A-021#91:1>

(13)   You have to put it in perspective by ***comparing*** it ***to*** our economic output for example (or vis-a-vis gov›t revenues, etc). <GloWbE: Inquirer, September 13, 2012>

(14)   ***Compared with*** the performance for the same species in the whole of Asia, the country's cattle industry again lagged behind whereas those of goats and <indig> carabao </indig> were within the Asian averages. <ICE-PHI:W2A-029#58:1>

(15)   Management then ***compares*** their own processes ***with*** these industry best practices to identify areas of improvement or effective models that they should consider adopting or adapting for their own organizations. <GloWbE: SGV, Industry benchmarking of taxpayers, September 10, 2012)>

Syntactically, both PhVs follow type 1 (intransitive) pattern and are separable, occurring most frequently in the medial position (13 and 15) and rarely in the beginning position (12 and 14). Semantically, PhE follows both AmE and BrE varieties; however, it appears that the PhV *compare to* (*OAF*=3895) is preferred than *compare with* (*OAF*=1145).

connect to and *connect with*

This study also revealed that the PhVs *connect to* and *connect with* are the same in meaning. The verb *connect* means *to join two or more things together* or *to place* or *establish a relationship*. Having known the meanings of *to* and *with* in the previous discussion, when the verb is linked to either of these prepositions, it becomes a PhV that literally means *to join two things together* or *to relate one thing with another*. Thus, both are interchangeable and non-idiomatic. However, in the case where there is a physical connection (16), the preposition *to* is used and can be considered obligatory. Examples are given below.

(16)   This reactor is equipped with a motor on top where the propeller is ***connected to***. <ICE-PHI:W2A-032#54:1>

(17)   Doris Erestain-Reytas who is now the President of Ernie's company but still ***connected to*** the Civil Service Commission was also present. <ICE-PHI:W1B-014#46:3>

(18)   Mr. Chief Justice we have to object again on the ground that uh it does not have a tendency to ***connect*** the testimony of the witness ***to*** any of the paragraphs of article two. <ICE-PHI:S1B-070#46:1:C>

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(19)   With what agency or agencies are you ***connected with***? <ICE-PHI:S1B-067#22:1:D>

(20)   It ***connects*** God ***with*** nature and with culture. <ICE-PHI:W1B-007#155:2>

Since the PhV *connect to* means *to join two things together* and *connect with* means *to show or provide a link or relationship between two things*, it can be assumed that these PhVs are the same in meaning with both the AmE and the BrE varieties. At a closer look, it can be gleaned that *connect to* (*OAF*=1621) is preferred than *connect with* (*OAF*=1301), albeit the difference is insignificant. Syntactically, both PhVs follow the type 1 (intransitive) and type 2 (transitive) patterns and are separable, occurring generally in the medial position (17, 18 and 20) and rarely in the final position (16 and 19).

fill out and *fill up*

Contrary to the assumption of several, if not all, Filipino English language teachers and so-called English proficient speakers, *fill out* and *fill up* are the same in meaning and are employed interchangeably when both used with a form or document (21, 22 and 23). Both mean *to complete a form or application*, but in most cases, *fill up* means *to make something full*.

In the same vein, the verb *fill* means *to make something full,* or *to supply with a full complement*. Having known the meanings of *up* and *out* earlier in the discussion, when the verb is linked to these prepositions, these PhVs can be considered as semi-idiomatic when they are used to complete a form or application because the particles do not indicate direction, hence limited in function. On the other hand, when *fill up* is used to indicate a greater amount or a higher level (24), it can be considered non-idiomatic.

Cambridge (2018) and Collins (2018) dictionaries suggest that *fill up* means *to make something full or become full*, while *fill out* means *to make or become fuller, thicker, or rounder*; *to make more substantial*; and *to complete a form or application or to make (a document, etc.) complete by inserting or supplying information*. Thus, the PhV *fill up,* which is used to complete a document or application, has a new or additional meaning.

In addition, the PhVs *fill out* and *fill up* follow the type 2 (transitive) pattern and are separable. Both PhVs occur in the beginning and the medial positions.

(21)   Applicants for scholarship must ***fill out*** a Scholarship/Financial Aid Questionnaire. <ICE-PHI:W2D-002#58:1>

(22)   ***Fill out*** and submit the form and exam permit, together with all other requirements, at the <bold> Office of Admission and Aid </bold> or at the <bold> Provincial Testing Center </bold>. </p>. <ICE-PHI:W2D-002#22:1>

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(23) Applicants will ***fill up*** a form providing information like name, address, contact number, brand of the helmet, date the helmet was acquired and the name of the store where the helmet was bought. <GloWbE: Inquirer, July 15, 2012>

(24) ***FILL*** it ***up*** with water up to the edge of the container. <ICE-PHI:W2D-011#48:1>

leave to **and** *leave with*

This study found similarities and differences in meaning for PhVs *leave to* (*OAF*=1742) and *leave with* (*OAF*=793). The PhV *leave to* means *to entrust or delegate something to someone* (25) and *to depart* (26). The PhV *leave with* means *to leave someone or something with someone or something* (27 and 29) or *to leave with someone or something* (28), and *to depart with someone or something*, especially when separable where a location or event is in between the verb and the particle (30). Hence, in some cases, these PhVs are used interchangeably, especially when the meaning does not vary whichever particle is used.

(25) We ***leave*** it ***to*** the people's judgment whether or not our Armed Forces have become modernized because of those exercises whether or not we learned of the latest technologies because even the guns and the tanks and the planes furnished us like the Huey helicopters are admittedly hand-me-down equipments destined to limit our progress and keep us attuned to mendicancy. ICE-PHI:S2A-068#86:1:A>

(26) Today and happily for people ***leaving*** close ***to*** airports, or under flight paths, there is no more falling manure. <GloWbE: Asiaspirit, https://asiaspirit.com/lavatory.html>

(27) To end, I'd like to ***leave*** everyone of you ***with*** these pieces of advice. <GloWbE: Integrated Chemists of the Philippines, October 12, 2012>

(28) She ***left*** her room ***with*** Nisha Narvane along with riding the T for a Honda parked outside her own two-storey house off Newbury street, in a district lined with magnolias. </p>. <ICE-PHI:W2F-019#83:1>

(29) The Chinese were ***left with*** the minority group, who would eventually rebel for the love of music. <ICE-PHI:W1A-007#65:2>

(30) I can't just ***leave*** this game ***with*** you. <GloWbE: Gaia Online, https://www.gaiaonline.com/forum/soul-crash/spins-taking-1-cash-without-displaying-that-it-would/t.81488309/>

Further, the verb *leave* means *to depart*, *to give by means of a will*, or *to permit to be or remain subject to another's action or control*. Having known the meaning of the preposition *to,* when the verb is linked to it, it becomes a PhV in the non-idiomatic category. Likewise, when it is combined with the preposition *with,* it becomes a non-idiomatic PhV. Mc-Graw Hill Dictionary (2002) suggests that *leave with* means *to leave someone or something*

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with someone or something, or *to depart in company of someone*; while *leave to* means *to leave someone or something to someone*. In this study, it is evident that the meanings of the PhVs *leave to* and *leave with* are similar to those in the AmE variety.

In terms of their syntactic function, it is noteworthy to determine that both PhVs follow the type 2 (transitive) pattern and are separable, occurring generally in the medial position.

made out of and *made up of*

Generally, the PhVs *made out of* (*OAF*=251) and *made up of* (*OAF*=603) are not the same in meaning, but in a very rare case, they are the same. As seen in the example cited below, the PhV *made out of* in (31 and 32) means *something that has been changed or transformed from one thing into another* (i.e., shrimps and fish, and bamboo) or *something is an outcome of something*. On the contrary, the PhV *made up of* in example (33) means *consists of something*. However, in example (34) it is apparent that the soda bottle is made out of polyethylene; therefore, it also means *something that has been changed or transformed from one thing into another*.

In another view, the verb *made* means *built*, *formed*, *or shaped in a specified way*. The preposition *of* is used as a function word to indicate origin. Having known the meaning of the prepositions *out* and *up* in the previous discussion, when the three elements are combined (i.e., *made out of* and *made up of*), they become PPVs. The PhV *made out of* is semi-idiomatic because the preposition *out* is limited in function. One can just say *made of*.

On the contrary, the PhV *made up of* is highly idiomatic if the first meaning is meant like in example (33), while it is semi-idiomatic if the second meaning is conveyed like in example (34). Thesaurus Dictionary (2018) suggests that *made up of* means *including*, *containing*, *etc*. The PhV *made out of* means that *something has been changed or transformed from one thing into another*. Hence, the meanings of the PhVs *made out of* and *made up of* are the same as the suggested meanings in the dictionary, except in the case where *made up of* has a new or additional meaning.

(31)   They they have some that are ***made out of*** uh shrimps tiny tiny shrimps some that are ***made out of*** fish. <ICE-PHI:S2A-054#153:3:A>

(32)   It is located in the Loboc River and as you can see is ***made out of*** bamboo. <GloWbE: http://allthings.clangsy.net/>

(33)   Not too long ago, in another Congress, largely ***made up of*** the same members, it was discovered that money made the rounds to get another bill passed. </p>. <ICE-PHI:W2E-009#83:3>

(34)   Now the cover that they use for the soda bottle is ***made up of*** high-density polyethylene. <ICE-PHI:S2A-035#112:1:A>

Regarding their syntactic function, both PhVs follow the type 1 (intransitive) pattern and are inseparable, occurring generally in the medial position.

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relate to **and** ***relate with***

The PhVs *relate to* and *relate with* are semantically the same. The verb *relate* means *to show or make a connection or relationship between two or more things*. Linking the verb to either the preposition *to* or *with* means *to show or make connection between two or more things*. Both PhVs are non-idiomatic because the meaning is apparent. The PhVs follow the type 2 (transitive) pattern, occurring generally in the medial position. Examples are given below.

(35)   Naturally, he **related** this **to** his elder brother Paciano, who it seems was also psychic because one night after <indig> <it> Simbang Gabi </it> </indig> Rizal related the dreams he was having about the family going through a period of trouble (<indig> <it> kaguluhan </it> </indig>) but he could not make out or tell whether the family would lose or gain from this “ trouble. ” <ICE-PHI:W2B-013#62:2>

(36)   Since the GLIP coverage is **related to** staff salaries, opportunities are given periodically for staff to increase the DLDIP coverage of their spouses, in proportion to increases in staff salaries. </p>. <ICE-PHI:W1B-019#60:4>

(37)   Uh the proper format will be to give the data then after giving the data is to to try to **relate** that data **with** our study. <ICE-PHI:S1A-011#51:1:A>

(38)   Out of habit, I guess, since they normally **relate with** deaf children. <ICE-PHI:W1B-007#123:2>

Merriam-Webster Dictionary (2018) suggests that the PhV *relate to* means *to connect (something) with (something else)*; *to understand and like or have sympathy for (someone or something)*; *to describe how someone talks to or behaves toward (someone else)*; and *to be connected with (someone or something)*. In several dictionaries and in the so-called standardized usage, the PhV *relate with* is not recognized as a norm. This likely suggests that the PhV *relate with* is an emerging feature and may be considered a variant for *relate to* in PhE. Nonetheless, PhE generally uses *relate to* (*OAF*=4121) than *relate with* (*OAF*=158).

talk to **and** ***talk with***

This study also found that the PhVs *talk to* (*OAF*=4174) and *talk with* (*OAF*=843) are semantically the same; however, the former is preferred than the latter. The verb *talk* means *to converse*, *to speak*, *etc*. When the verb is combined with either the preposition *to* or *with,* it becomes a PhV that means *to converse or speak with someone*. Both PhVs are considered non-idiomatic because the meaning is literal. Furthermore, both PhVs follow the type 2 (transitive) pattern and are inseparable. Moreover, they both occur generally in the medial position. Examples are cited below.

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(39)   Lately I've been ***talking to*** Lourdes regarding their wedding. <ICE-PHI:W1B-003#192:3>

(40)   When I received the invitation I ***talked with*** Chairman Alcala I said do we have a new policy and he said none. <ICE-PHI:S2A-031#23:1:A>

This finding affirms the claim of Allen (2016) and Espresso English (n.d.) that *talk to* and *talk with* mean *to converse with someone* and that in almost all cases, they can be used interchangeably. However, for Writing Explained (n.d.), *talk to* implies a one-sided conversation such as between a supervisor and an employee, while *talk with* means holding a conversation and that it is likely used for conversation among peers, equals, or friends. This claim is contrary to example (40), which clearly shows a one-sided conversation. Nadiger (2016) also claimed that there is a subtle difference in meaning between these two PhVs. On the one hand, the PhV *talk to* implies a one-way communication, which can mean that one person is talking and the other is listening. On the other, the PhV *talk with* implies a two-way conversation.

4.   Conclusion

This study aimed to compare the semantic features and idiomatic status, and to describe the syntactic features of same-verb different-particle PhVs in PhE by utilizing the ICE-PHI and GloWbE corpora. The findings revealed that some particles/prepositions are used interchangeably. At least two PhVs were found to have a new meaning (i.e., *fill up* and *made up of*), which may be considered as lexicalization cases. Most PhVs follow the type 2 (transitive) pattern and are separable, occurring generally in the medial position. The findings also suggest that the interchange of particles/prepositions for the same verb to form a PhV is a prevalent phenomenon in PhE. Despite this pervasiveness, PhE still generally follows or is the same as the AmE variety and somewhat the BrE variety in using PhVs. This likely suggests that although PhVs are generally not an inherent characteristic in the first language, Filipino speakers still show adequate knowledge of its use, although alternative features are also exhibited. These new features may be taken as variational or alternative features as a result of lexical and semantic innovations and creativity, breaking the "normative perspective on language use" and "making English an Asian and a Philippine language" (Paz, 2020, p. 15).

Several factors can be drawn for the interchange of particles/prepositions. One example is the absence of PhVs in the native language, which has resulted in the conservative use of PhVs among Filipino speakers of English (Ella & Dita, 2017). From a deviational and learning-acquisition point of view, it can be assumed that the use of prepositions in a sentence is generally problematic among second language (L2) learners and speakers (Chua et al., 2015; Paz, 2020); hence, choosing an appropriate preposition for a PhV appears to be problematic as well among Filipino speakers. In fact, speakers of AmE do not always follow the doctrine, if there is such, in the use of prepositions. This aspect of the language seems to

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be "the most frequent lexical items" anomalous to an AmE speaker (Gonzalez, 1983, p. 177).

As a final note, the findings of this study may be of great help for organizations or publishers in their quest to describe and establish a dictionary of PhVs in PhE. For language teachers, while it is good to teach the use of PhVs in the AmE variety, especially for academic writing, the counterparts or variants and emerging features should also be taught for purposes of raising awareness on how PhE is unique in the use of PhVs and strengthening learners' proficiency in using PhVs in different varieties and contexts as well.

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Declaration of Interest

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