

## Why do Advanced Learners of German sound Non-Native Like? A Cognitive Linguistic Explanation on the Use of Phrasal Verbs.

Phrasal verbs are taught within the first weeks of basic language instruction. Nevertheless, using them correctly from both a grammatical and semantic point of view is challenging even for advanced learners of German. Part of the difficulty lies in the inadequate analysis provided to learners of German in grammars and textbooks.

This paper explores the possibilities of applying Cognitive Linguistic theories (e.g., Langacker, 1997, 2007; Goldberg, 1995, 2008) to better understand the challenge that phrasal verbs pose for learners of German. One of the fundamental premises of Cognitive Linguistics is the assumption that grammatical categories are not arbitrary but are motivated by meaning. I will first describe the prototypical meanings (e.g., Bybee, 2001; Tyler, 2006) of German phrasal verbs and explore the metaphorical and pragmatic meaning extensions. I will then describe from a cognitive processing perspective why learners of German fail to learn phrasal verb constructions. Based on empirical data, I demonstrate how native and advanced users of German store phrasal verbs differently in their linguistic systems. Finally, I will identify instructional techniques that can be used to overcome these shortcomings.