

The Selection and Presentation of Phrasal Verbs in ELT Textbooks

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### Introduction

Phrasal verbs (PVs) have captured the attention of linguists for decades, yet remain a considerable source of confusion for English language learners (ELLs). A lack of agreement on how to define PVs in relation to other, similar syntactic forms has contributed to the unsystematic pedagogical presentation of these verbs to ELLs (Darwin & Gray, 1999, 2000; Side, 1990; White, 2012). Cognitive linguistic research has focused on the role of the PV particle in contributing to the communicative function of PVs (Boers, 2000; Evans & Tyler, 2004a, 2004b; Lakoff, 1980; Lindstromberg, 2010; Side, 1990; Tyler, 2012; White, 2012); however, the particle seems to be assigned little systematic significance in the pedagogical grammar espoused by learner textbooks. And though corpora studies have compiled lists of the frequencies of most commonly-used PVs by English speakers (Gardner & Davies, 2007; Liu, 2011), these lists do not appear to form the basis of selection of PVs for integration into learner textbooks. These issues – in conjunction with the sheer quantity and ubiquity of PVs, the seemingly unpredictable nature of PV meanings, and the complexity of syntactic rules governing PV usage – have made them a challenge for teachers to teach and for learners to learn.

In order to mitigate these challenges, then, it would be useful for textbooks to present PVs in the clearest way possible, without overlooking the nuanced nature of their complex forms. The current study contrasts syntactic, semantic, and cognitive linguistic (CL) theoretical approaches to the pedagogical presentation of PVs found in 18 mainstream ELT textbooks. Types and frequencies of PVs found in these books are examined to address whether they reflect current theoretical classification systems, and to determine whether these materials sufficiently include PVs that are frequently used in spoken and written English.

### Syntactic Properties of Phrasal Verbs and Similar Forms

PVs have been assigned many aliases throughout the course of their study (e.g. complex predicates, multi-word verbs, two-word verbs). Though specific definitions of PVs vary, it is generally agreed upon that PVs consist of a verb plus an adverbial particle, which function together as a single unit both lexically and syntactically (Celce-Murcia & Larsen-Freeman, 1999; Darwin & Gray, 1999; Liao & Fukuya, 2004; Quirk, Greenbaum, Leech, and Svartik, 1985). It is also typically noted that some PVs are intransitive and others are transitive, and that transitive PVs allow for post-object particle movement (e.g. *She put the box away*). When the direct object of a transitive PV is a pronoun, this movement is obligatory (e.g. *She put it away*; \**She put away it*). Additionally, PV particles tend to receive primary stress (e.g. *I gave up the job*), and adverbials may not be placed between the verb and the particle (e.g. \**I gave quickly up the job*).

Where much of the disagreement lies, then, is how to label those transitive verb plus particle combinations where the particle is either a true adverbial particle or a preposition. The presence of a preposition is what syntactically distinguishes PVs from other multi-word verbs, including *prepositional verbs*, (PrVs) consisting of a verb and a preposition (where the prepositional phrase modifies the verb phrase), and *phrasal-prepositional verbs*, (PPVs) consisting of a verb, an adverbial particle, and a preposition (Mitchell, 1958; Palmer, 1974; Quirk et al., 1985; Radford, 1988). These are also separate from verb plus adjoined prepositional phrase sequences, in which the prepositional phrase modifies the entire predicate; these do not qualify as multi-word verbs (e.g. *She arrived after dinner*). There is often a surface similarity between different multi-word verbs; yet a closer examination may reveal that the particle is not part of the structural PV phrase, but rather is a preposition that syntactically forms a unit with the following prepositional phrase. PrVs possess differing qualities from PVs: they are followed by a

prepositional object (e.g. *She believes in me*), tend to have primary stress on the verb rather than the preposition (e.g. He *called on me*), and may be separated by adverbs (e.g. *We talked often about sports*) (Quirk et. al 1985; Radford, 1988). PPVs also must be followed by a prepositional object, have primary stress on the particle rather than the preposition (e.g. *put up with*), may include a post-particle adverb (e.g. *she got along well with him*), may occur in the passive (e.g. *she was walked out on*), and occasionally take two objects (e.g. *I'll take you up on that offer*) (Quirk et. al, 1985).

A number of syntactic grammaticality judgment tests may be performed to determine whether the particle belongs to the PV or is actually part of a prepositional phrase to follow (Armstrong, 2004; Bolinger, 1971; Celce-Murcia & Larsen-Freeman, 1999; Darwin & Gray, 1999; Hampe, 2005; Radford, 1988). These tests often yield instances of grammatical or lexical ambiguity, as Darwin and Gray (2000) note: “This classification system, however, is also a simplification system because unity or connectedness in a grammatical or lexical sense is by degree” (p. 166). While these tests may be challenging for ELLs, they may prove useful for teachers and ELT authors who wish to know whether a given multi-word verb is a PV or PrV before deciding how to present its properties to students. A classification system that contrasts the properties of these disparate forms may help ELLs obtain a better sense of how they operate.

Interestingly, what has been described as an “inseparable PV” in pedagogical grammar is, in modern theories of syntax, often considered a PrV. As Celce-Murcia and Larsen-Freeman (1999) note in their oft-cited chapter on phrasal verbs:

Some linguists would argue that the inseparability is due to the fact that what we are calling a particle is really a preposition, and thus would naturally precede its object. Because the two words appear to have a syntactic affinity and together have good

meaning beyond what each word contributes individually, we feel that it makes good pedagogic sense to have a category of inseparable phrasal verbs. (p. 428)

This approach, on one hand, may make PVs easier to teach. On the other hand, “what makes good pedagogic sense,” may, in effect, overlook important grammatical distinctions that separate PVs from PrVs and enable the misclassification of a subset of grammatical structures.

### **Semantic Properties of Phrasal Verbs**

PVs appear to be a unique feature of Germanic languages, making them particularly challenging for ELLs of non-Germanic L1 backgrounds. As English has Germanic origins, it is, in part, a satellite-framed language (in which motion, space, and temporality are expressed in the particle, rather than the verb); hence, a considerable degree of semantic information is inscribed within each PV particle. Slobin (1996) hypothesized that languages have unique “thinking for speaking” patterns; they not only provide a framework for expression, but their structure guides that expression. For many learners, the shift from a verb-framed to a particle-framed language is a considerable challenge as a result of their shift in thought patterns (Stam, 2006). For learners with non-Germanic, verb-framed L1s, avoidance of PVs is a typical response and has been noted among learners whose L1 is Chinese (Liao & Fukuya, 2004) and Hebrew (Dagut & Laufer, 1985; Laufer & Eliasson, 1993). However, English also has Latinate origin, and therefore many Latinate verbs, giving it characteristics of a verb-framed language. This is why, in many instances, ELLs have been found to opt for the Latinate equivalent of the Germanic PV form (e.g. *ascend* rather than *go up*), which often results in overly formal expressions in some contexts (Side, 1990). To prevent cases of avoidance or improper register, learners need to become comfortable with using PVs to express meaning in a variety of contexts.

Semantically, phrasal verbs have often been thought of as existing along an idiomatic cline, with gradations ranging from literal (i.e. directional, transparent) to idiomatic (i.e. figurative, opaque). Yet the semi-idiomatic range of this continuum is largely ambiguous, and definitions vary based on the perspectives of semanticists. Some see a relevant categorical distinction when the particle clearly adds additional meaning to the verb. Dagut and Laufer (1985) categorized PVs as “completive” when the particle indicates the result of an action (e.g. *cut off*); Celce-Murcia and Larsen-Freeman (1999) expanded upon this notion by noting four types of “aspectual” PVs (iterative, continuative, inceptive, and completive) (p. 452-453). Yet others, such as Laufer and Eliasson (1993) defined semi-transparent PVs as those whose meaning becomes evident when placed into context. Still others, such as Bolinger (1971) depicted semi-idiomatic PVs as a kind of “first-level metaphor” in which non-literal particles add metaphorical meaning, whereas “second level stereotyping,” which occurs with figurative PVs, indicates that the whole composition of verb and PV acquires a shifted meaning (p. 113-114).

Hampe (2002) has noted that strong metaphors underlying PVs may motivate syntactic restrictions by increasing the inseparability of the PV, “since any interpretation depends on the presence of all components” (p. 22). The implication is that learners might benefit on some level if they can equate semantic opacity with syntactic inseparability: to understand, in other words, that syntactic flexibility diminishes with idiomaticity. However, Hampe also points out that this tendency “can be overridden by other factors, e.g. prosodic and thematic/informational ones, or else the avoidance of ambiguity (as in *The lawyer got the prisoner off*, which is preferred to *The lawyer got off the prisoner*) because of the latter’s conventionalized meaning ‘dismounted’” (Hampe, 2002, p. 23). Nonetheless, this points to the profound interrelatedness of the semantic and syntactic properties of PVs.

### **A Cognitive Linguistic Approach to Phrasal Verb Instruction**

A CL approach to PV instruction offers a departure from the traditional semantic approach to PV instruction. CL is “concerned with investigating the relationship between human language, the mind and socio-physical experience” (Evans, Bergen, & Zinken, 2007, p. 2). CL argues that there is systematicity in the assignment of particle meanings; awareness of these particle meanings could offer ELLs a better way to conceptualize PVs. CL is in part derived from Lakoff and Johnson’s (1980) conceptual metaphor theory, which provides orientational metaphors for understanding the meanings of particles (e.g. “*happy*” is “*up*”). It is also largely derived from Langacker’s (1987) image-schema-based cognitive grammar; Langacker argues that lexical items are stored in the mental lexicon as a highly structured array of meanings comprising a “complex category” (p. 373). For each lexical item there is a central, or prototypical sense that is elaborated upon or extended to encompass new meanings. Because communicative needs alter and extend the meanings of words, native speakers routinely employ words in new contexts, shaping the senses of words. Evans and Tyler (2004a) note that, “a speaker attempting to communicate with a listener would use that lexical item to mean something new or different from the established meaning only if they believed the listener had a reasonable chance of understanding the new meaning” (p. 259-260). Thus these polysemous networks expand across communities over time, as meanings change to suit the needs of individuals in context.

To establish the meanings of specific particles, CL draws from Talmy’s (1975) notion of the *Figure* and the *Ground*, or what Langacker (1987) has called the *Trajector* (TR) and *Landmark* (LM). The TR represents the focus element, which is typically smaller and movable, whereas the LM is the background element, and is often larger or static. For each particle, a

*proto-scene* is used to understand relationships (Evans and Tyler, 2004b) between the TR and LM; it is an image depicting a mental conceptualization when considering the particle (see Appendix 1). It is intended to depict the prototypical sense of any given PV. These proto-scenes can be “viewed” from a variety of vantage points or perspectives. The perspective is crucial in assigning meaning (Evans and Tyler 2004a; Talmy, 1975), as different views of the proto-scenes will result in the determination of the differing senses of PVs. For instance, Evans and Tyler (2004a) show how the particle *over* can extend from the prototypical sense to encompass the senses of *completion* and *transfer* if one imagines the physical trajectory of the TR as implied by the particle. The cessation of the movement from point A to C depicts completion, while imagining that the object has gone from point A to point C indicates transfer (see Appendix 1).

Though CL research has analyzed the meanings of specific PV particles (Evans and Tyler, 2004a, 2004b; Lindstromberg, 2010; Morgan, 1997; Side, 1990), relatively few applications of these findings have made their way into the materials used by ELLs. Rudzka-Ostyn (2003) created the only known CL-based workbook for learners; the book uniquely teaches PV forms using examples, drawings, and activities and CL metalanguage. In addition to the use of TR and LM, Rudzka-Ostyn uses the expressions “point,” “container,” and “surface,” to describe the moving entity and its path. Each chapter of the book examines a PV particle. For instance, in Chapter 1 “OUT” is described as: “Typically, i.e. spatially, it includes in its meaning the concept of a container and an object which moves *out* of the container” (p. 14). A PV such as “hang out,” then, would mean that one moves out of a house (the container) to see someone.

Despite the lack of teaching materials available, studies do show that CL instruction for PVs is beneficial. Seminal studies by Kovecses and Szabo (1996) and Boers (2000) revealed that ELLs who were explicitly taught metaphor awareness better retained PVs in comparison to

learners who were told just to memorize the definitions. More recent studies (Condon, 2008; Sadri & Talabinezhad, 2013; White, 2012; Yasuda, 2012) also support the benefits of CL, though they have differences in opinion regarding whether CL instruction and metaphor awareness would better allow ELLs to process novel, unencountered PV forms. Both Condon (2008) and White (2012) found no improvement in this area, though it may have been due to the types of instruction. In all of these studies, it is unclear the extent to which the instruction offered in the control and experimental groups were equivalent; nonetheless, the generally positive responses of students to a CL approach in all studies are an indication of its potential benefits.

### **From Theory to Practice: Textbooks and Phrasal Verb Instruction**

The current study directly examines some of the textbooks that students may encounter in the classroom to determine how, if at all, differing syntactic, semantic, and cognitive systems are reflected in the pedagogical grammar that shapes learner understanding. Though textbooks are often not strictly adhered to, the way that content is selected, organized, and presented to learners may have a great impact on their ability to understand the material. In addition, though instructional styles and approaches will always vary, textbooks are also likely to have an impact on how teachers conceptualize and approach the material.

### **Research Questions**

1. What are the instructional focuses of PV activities in ELT textbooks?
2. How are PVs classified syntactically and to what extent are prepositional verbs conflated with inseparable PVs?
3. How are PVs classified semantically and what, if any, attention is given to the contribution of the particle in assignment of meaning?
4. Do the PVs explicitly taught in ELT textbooks reflect those most frequently used in English?

## Method

### Research Design

This non-experimental study examined 18 mainstream, intermediate-level, English Language Teaching (ELT) textbooks targeted towards adult ELLs using a mixed-methods, *exploratory-qualitative-interpretive* approach (Grohtjahn, 1987). First, activities explicitly targeting PV instruction were noted and coded according to their underlying instructional focus. Trends were identified through interpretation of frequencies of these codes as well as by careful examination of individual activities. Next, PVs and PPVs included in each textbook activity were sorted according to textbook, coded according to semantic type using Celce-Murcia and Larsen-Freeman's (1999) semantic classification system (literal, aspectual, or idiomatic), and frequencies of each type of PV and PPV were generated. Syntactic tests were run on a selection of inseparable PVs to determine if they qualified as PrVs or verb + adjoined prepositional phrase sequences. The PV forms found were then compared to the most frequent PV forms noted in Gardner and Davies' (2007) and Liu's (2011) mega-corpus studies to determine whether the PVs in the ELT textbooks resembled those most commonly found in spoken and written data.

### Textbook Selection

For textbook selection, major ELT publishers were first identified: Cambridge, Heinle, Oxford, Macmillan, and Pearson-Longman. Three main criteria determined which textbooks to select from each publisher. First, to ensure generalizability of results to a target population, only adult, intermediate-level textbooks of either British or American English were selected. Second, only textbooks with activities explicitly intended to teach PVs were used; the "Scope & Sequence" portions of numerous texts were examined to determine which books included PV activities and would therefore be of use for this study. Third, textbooks were limited to those that

students would use in an integrated-skills classroom. Teacher textbooks or subject-specific textbooks were not selected, as this study focuses on how ELLs might make use of their textbooks (and as a result, how teachers might approach them).

### **Coding Criteria for Instructional Activities**

The coding system for determining the instructional focus of activities was grounded, as it emerged from the texts themselves during the course of analysis. “PV Activities” themselves were defined by their explicit inclusion in the “Scope and Sequence” portion of the text, and sometimes consisted of multiple sub-activities or exercises. If multiple activities were present in a singular text in different chapters or subheadings, they were regarded as separate entities comprising all PV activities of a single text. For each activity, eight types of instructional focuses were found across two broad categories of focus: semantic and syntactic. Within the semantic category, “Particle Focus” indicated an activity in which PVs were grouped and taught according to identical particles (e.g. *hang out, find out, work out*), whereas “Verb Focus” indicated groupings according to verbs (e.g. *give in, give up, give out*). “Whole Unit Focus” denoted activities in which verb and particle in conjunction were linked to meaning (e.g. *find out = discover, come across = meet by chance*). “Literal vs. Idiomatic” labeled activities that emphasized the distinction between literal and idiomatic senses of PVs (e.g. *Pick up the pen* vs. *I picked up a date*). Of the syntactic emphases, “Separability” was noted when explicit attention was drawn to the distinction between separable and inseparable PVs. Likewise, “Transitivity” referred to mention of transitivity itself, or indirectly by means of contrasting PVs that do and do not take an object. “Phrasal-Prepositional Verbs” indicated that the activity distinguished between PVs and PPVs and their differing syntactic properties. Finally, the “Stress” category included activities emphasizing the stress patterns of PVs. All activities were coded according to

at least one type, and, as these categories are typically not mutually exclusive, the overall number of instructional focuses that a single activity could possess was not limited.

### **Coding Criteria for Semantic Phrasal Verb Types**

A top-down coding system was used to classify the semantic types of PVs included in each textbook. PVs were sorted based on Celce-Murcia and Larsen-Freeman's (1999) classification of PV types into three semantic domains: literal, aspectual, and idiomatic. While literal and idiomatic types are easily distinguished, aspectual PVs are significantly less so; thus, to be considered "aspectual" it was necessary that the meaning of the verb remain intact while the particle contribute only aspectual meaning (p. 452). Specifically, only particles indicating inception ("to signal a beginning state," e.g. *set out*), continuation ("to show that the action continues," e.g. *dance away*), iteration ("use of *over* with action verbs to show repetition" e.g. *think over*), or completion ("uses particles up, out, off, and down to show that the action is complete," e.g. *burn down*) were included (p. 452). In ambiguous cases such as *ask out*, where the particle could potentially add inceptive meaning, though not inception of the verb *ask*, the verb was classified as idiomatic, rather than aspectual.

### **Syntactic Tests**

A number of syntactic tests were performed to determine if what was labeled by textbooks as "inseparable PVs" could qualify as another form. The tests selected included fronting (e.g. *Up the hill John ran*), wh- questioning, (e.g. *Where did John run? Up the hill*), adverbial insertion (e.g. *John ran quickly up the hill*), repetition of a noun phrase (e.g. *John ran up the hill and up the mountain*), and stress (e.g. *John ran up the hill*). These tests identify whether the combination in question is a verb plus prepositional phrase (where the prepositional phrase modifies the entire predicate), a PrV (where the prepositional phrase modifies the verb

phrase), or a true PV (where the verb and particle constitute the PV). These tests were selected on the basis of their inclusion in a number of works on syntactic tests (Armstrong, 2004; Bolinger, 1971; Celce-Murcia and Larsen-Freeman, 1999; Darwin & Gray, 1999; Hampe, 2005; Radford, 1988). Table 1 displays what the results of these tests might look like for each form.

Table 1. *Syntactic Tests to determine the nature of V + X combination*

	<b>Fronting</b>	<b>Wh- Test</b>	<b>Advl-Ins.</b>	<b>Repetition</b>	<b>Stress on Particle</b>
1. V + Prep P	Y	?	Y	Y	N
2. PrV	N	Y	Y	Y	N
3. PV	N	Y	N	N	Y

### **Integration of Gardner & Davies' (2007) and Liu's (2011) Corpora Data**

The PV forms found in the ELT textbooks were compared to lists of most frequently-used PVs generated by both Gardner and Davies (2007) and Liu (2011) in their corpus studies. Gardner and Davies' study identified 518,923 instances of PVs within the British National Corpus (BNC), a mega-corpus comprising 100 million words of spoken and written data from 1980-1993. In 2011, Liu conducted another mega-corpus study to build and expand upon Gardner and Davies' list, as well as to comparatively investigate whether a similar query into American corpus from a more modern time period would yield similar results. Liu integrated two additional corpora: the Corpus of Contemporary American English (COCA), a mega-corpus comprising 386.89 million words from 1990-2008 consisting mainly of data from TV and radio programs, as well the 40-million-word Longman Spoken and Written English (LSWE), which consists primarily of spoken one-on-one conversations in multiple registers.

Both studies shared similar definitions and methodology. Queries were used to identify instances where lexical verbs were followed by adverbial particles, with intervening words between the two to allow for inclusion of separable PVs (up to six were allowed in Gardner & Davies' study, and two in Liu's).

Both studies revealed a noteworthy finding: a very small group of PVs constitute a very large degree of total PV use. In Gardner and Davies' study, the top 100 PVs identified were found to constitute 51.8% of the total PV occurrences found in the BNC; Liu's top 150 PVs cover 62.95% of the total 512,305 PV occurrences found. Hence, the high-frequency PV lists generated by these studies are representative of the total frequency of PVs, making them quite meaningful lists of words for learners who wish to have a better grasp of PV use.

## Results and Discussion

### Instructional Focus of ELT Phrasal Verb & Phrasal-Prepositional Verb Activities

Activities were coded according to their instructional focuses in eight categories, with multiple assignments given to activities incorporating more than one approach. A total of 45 focuses with a mean of 2.39 focuses were found per textbook. Table 2 depicts the results.

Table 2. *Instructional Focus of Phrasal Verb Activities in Individual Textbooks*

Textbook	Publisher	Year	Semantic				Syntactic			Stress
			Particle Focus	Verb Focus	Whole Unit Focus	Literal v. Idiomatic	Separability	Transitivity	Phrasal-Prep. Verbs	
Four Corners 2	Cambridge	2012			1			1		
Four Corners 3	Cambridge	2012			1			1		
Four Corners 4	Cambridge	2012			1					1
Touchstone 3	Cambridge	2006			1			1		
Touchstone 4	Cambridge	2006			1			1		
World English 2	Heinle	2010			1					
World Link 3	Heinle	2011			1			1	1	
In Charge 1	Longman	2003			1			1		1
Breakthrough Plus 2	MacMillan	2012			1					
Breakthrough Plus 4	MacMillan	2013		1	1					
New American Inside Out	MacMillan	2009		1	1	1	1	1		
American Headway 2	Oxford	2009			1	1				
American Headway 3	Oxford	2009	1	1	1	1	1			
American Headway 5	Oxford	2010	1	1	1	1				
English in Common 3	Pearson	2012			1					
English in Common 4	Pearson	2012	1		1					
English in Common 5	Pearson	2012	1		1					
North Star 4	Pearson-Longman	2009			1			1	1	
<b>Total</b>			<b>4</b>	<b>4</b>	<b>18</b>	<b>4</b>	<b>9</b>	<b>3</b>	<b>2</b>	<b>1</b>

### **Trends in Syntactic Instruction**

Though the majority of the textbooks (10 of 18) included some syntactic focus, they varied widely in terms of how the syntactic properties of PVs were presented. In the eight textbooks that did not include a syntactic focus at all (*American Headway 2 and 5; English in Common 3, 4, and 5; Breakthrough Plus 2 and 4; World English 2*), PVs were treated as vocabulary items and activities were primarily concerned with matching meaning to PV forms. This is problematic, as a lack of explicit syntactic instruction could prevent ELLs from building accuracy and prevent them from understanding *how* to use PV forms.

Of the ten textbooks that included a syntactic focus, there were a few notable trends. First, there was a relative lack of discussion of transitivity in PV texts. Many PVs do not take an object (e.g. *took off, grow up, hold out*); knowing this would be useful for students. Only three books covered transitivity at all (*World Link 3, New American Inside Out, and North Star 4*). In these books, the discussion of transitivity was paired with instruction about separability. This coupling appears logical, as intransitive PVs are also inherently inseparable. Books such as *In Charge 1* include descriptions of the separable nature of PVs, but do not go the extra step of explaining that not all PVs are transitive, and that if a PV does not take an object then it will be inseparable.

Second, it appears as though a somewhat artificial category of “inseparable PVs” has been perpetuated throughout several of these texts. Nine texts in total focused on separability; of these, seven texts made a distinction between “separable” and “inseparable” PVs; the remaining two focused solely on separable PVs (*Four Corners 2 and Touchstone 3*). Syntactic tests were performed on activities in those seven texts that did explicitly label certain PVs as “inseparable.” These tests were performed to determine whether the inseparable combinations in question more

closely resembled PVs or PrVs. The results of these tests may be found in Appendix 2. Of course, it is important to keep in mind that these tests often yield ambiguous results. However, simply because the results are ambiguous does not mean that these discrepancies should be ignored. Interestingly, it was found that there were extremely few instances of inseparable PVs mentioned to begin with; in most of the books, PPVs were included to bolster the category of “inseparable PVs.” Perhaps these would be better placed in their own, separate category (“3-word verbs” is often the pedagogically-used term) rather than being compared to two-word separable PVs. Similarly, in *Four Corners* nine “inseparable” PVs were listed, four of which appeared to be intransitive PVs (and thus are inherently inseparable); one appeared to be a verb plus preposition sequence; the remaining four were, according to the previously prescribed tests, more resemblant of PrVs. Of these, none appeared to be a true inseparable intransitive PV.

Therefore, when subtracting the intransitive PVs, verb plus adjoined preposition sequences, and PPVs from the category, all that remained were a mere ten instances of forms labeled as inseparable PVs in all of the books (*take after, get through, look after, look into, pick on, drop by, run into, get off, get over, and head for*). Of these ten forms, *run into* and *get over* are the most cited with three appearances each, followed by *get through* and *take after* with two. As the results also show, nine of these ten forms are more likely PrVs and not PVs. For instance, “I’m looking for my glasses” exhibits clear properties of a PrV; the prepositional phrase cannot be fronted (*\*for my glasses I’m looking*), responds to a Wh- question (*What am I looking for? My glasses*), allows for adverbial insertion (*I’m looking carefully for my glasses*), could be repeated with another NP (*I’m looking for my glasses and for my watch*) and exhibits more stress on the verb than the alleged particle (*I’m looking for my glasses*). While not all instances were as clear as this example, and of course, some degree of uncertainty is attached to many cases, the great

majority of the “inseparable” forms exhibit more properties that are typically associated with PrVs, not PVs. The only form whose results tipped more in favor of being true inseparable PV was *get over*. This may be a result of the highly idiomatic nature of this PV; perhaps it is a demonstration of how the lexical unity of forms may influence their syntactic unity. Nonetheless, by labeling PVs as “separable” or “inseparable,” and simply making the defining criteria for separability the ability to place an object prior to the particle, a number of important syntactic properties of PrVs are lost, and a potentially false dichotomy is presented to the learner.

Third, it was found that sometimes the syntactic rules of PVs were split across a series rather than explained together within one text. For instance, *Four Corners 2* included an activity teaching separable PVs, whereas *Four Corners 4* covered inseparable PVs, and *Four Corners 4* included an activity entitled, “Three-word phrasal verbs.” Likewise, *Touchstone 3* covered separable PVs while *Touchstone 4* covered inseparable PVs. In the *American Headway* series, only *American Headway 3* included an activity that addresses separability, while the second and fifth books of the series contain no mention of the syntactic properties of PVs. It is somewhat perplexing that separable and inseparable PVs are taught in entirely different books, as they are with the *Four Corners* and *Touchstone* series; because separable and inseparable PVs are mutually exclusive, where the absence of one indicates the presence of the other, it would be logical for them to be taught in conjunction. Of course, this presumes that inseparable PVs are a class of PVs distinguishable from separable PVs. It may be the case that these inseparable forms are actually PrVs; in either case, a simultaneous, contrastive presentation of the two types could help learners understand the differences. Additionally, because the syntactic properties of PVs are highly interrelated, selectively teaching rules in various texts effectively disconnects the syntactic rules altogether. Though the authors themselves may have thought they were being

systematic in their decisions to include different types of PV rules in various books, they are also making the assumption that the students using the books will have the ability to make connections between these activities. It is likely that this classification system will not be self-evident to students (or their teachers) unless they pay close attention to the organizational structure across books. Furthermore, for classes that do not use the whole series of books, but rather a singular text (which is often the case in ESL classes), learning only one part of the system is likely to lead to additional confusion.

Finally, only two texts explicitly noted the existence of PPVs (*In Charge 1* and *Four Corners 4*), though in both cases these forms were referred to as “three-word phrasal verbs.” However, nine textbooks *included* PPVs (see Appendix 3) without distinguishing them as separate from PVs. *In Charge 1* uniquely included an exercise explaining how PPVs have different stress patterns than PVs; this type of instruction would also be quite useful for PrVs.

### **Trends in Semantic Instruction**

It was found that all of the textbooks included a semantic “whole unit” focus, meaning that at least one activity in each text asked students to match whole PVs to definitions, or to use PVs in a sentence or cloze activity in such a way that indicated knowledge of the meaning of the whole PV unit. Where they differed semantically was in the other three categories (verb grouping, particle grouping, and literal vs. idiomatic grouping); these trends are noted as follows.

First, four of the texts (*American Headway 3 and 5*, *New American Inside Out*, and *Breakthrough Plus 4*) grouped PVs according to same verb type. *New American Inside Out* included an activity in which learners were asked to examine 23 different dictionary definitions of PV combinations containing “take,” and to use them to complete exercises about their syntactic and semantic properties (p. 86). Such an activity is cognitively demanding, especially if

it is compressed into a single textbook page. In a shorter exercise, *Breakthrough Plus 4* asked learners to complete sentences and match meanings for seven PVs containing “work,” a somewhat more manageable task (p. 75). Both *American Headway 3* and *5* coupled pairs of PVs with the same verb within individual activities; for instance, learners are asked to complete 4 cloze sentences using the PVs “give away” and “give up,” then 4 more containing “work out” and “work up,” etc. (*American Headway 5*, p. 17). No known empirical research has been conducted on whether or not verb groupings of PVs are useful for ELLs; however, Side (1990) has noted instances of this approach in ELT textbooks and regards it as problematic, as it may cause learners to think that the particle is arbitrarily assigned. He explains: “If I tell somebody to *bog off*, that person is well aware that it has nothing to do with bogs and everything to do with beating a retreat. In other words, the main communicative function of the phrasal verb is carried by the particle” (Side, 1990, p. 146). However, it could also be the case that learners are able to deductively reason that the particle implies different meanings in each instance by means of comparing different forms; for example, if a learner identifies that one has to “*work at a marriage*” but “*work off debts*” (*Breakthrough Plus*, p. 75), he or she might begin to make contrastive connections regarding the meaning of the particle. However, none of these connections are explicitly drawn for learners within the material itself.

The four activities that did group PVs according to particle (*American Headway 3* and *5*; *English in Common 4* and *5*) were also inexplicit about particle meanings. Most of the activities in these books use the particle merely for *grouping* purposes rather than to point out the contribution of the particle to the meaning of the PV. For instance, *English in Common 4* includes six PVs with “up” and three with “out.” Learners have to match the PVs to their correct meanings and cross out the incorrect objects of PVs from a multiple-choice series (p. 45). While

a learner might be able to infer that “up,” in “pick up” could indicate acquisition (Lindstromberg, 2010, p. 244), the explicit definition given in the book is “to learn without formal study” (*English in Common 4*, p. 45). Thus, it is possible that one might only try to associate the whole meaning of the PV with the definition rather than to make a meaning-based connection with the particle. However, *American Headway 5* does provide an interesting exercise that asks learners to think specifically about the meaning of the particle. The directions state: “Compare the pairs of sentences. What effect does the particle have?” (p. 17). One of the pairs is: “I saw her at the station. I saw her off at the station.” This type of activity uses a slightly more explicit, cognitive approach, though it still asks learners to supply the meaning of the particle themselves rather than offering possibilities. In order to truly see the effect of the particle, it would be useful to see multiple instances of the same particle in different PVs so that learners could draw connections between them, as Rudzka-Ostyn (2003) has done in her CL workbook.

The issue of opacity was addressed in only three textbooks, which noted the differences between literal and idiomatic phrasal verbs (*American Headway 2, 3, and 5; New American Inside Out*). Such activities are useful in that they raise awareness of the fact that PVs are classifiable in terms of their idiomaticity. However, the texts only divide PVs into two groups: literal and idiomatic. This neglects the semi-idiomatic range of the spectrum. For instance, Celce-Murcia and Larsen-Freeman (1999) defined four types of “aspectual” PVs that are clearly denoted according to the meaning of the particle and may be classified as iterative, inceptive, continuative, or completive (see Methods for defining criteria). To determine whether there were enough of these aspectual-type PVs present in the text to necessitate the creation of their own category of distinction, all PVs found in the activities were divided into semantic categories. In total, 68 literal, 60 aspectual, 154 idiomatic, and 49 phrasal-prepositional items were found. 331

instances of PVs and PPVs verbs were found overall, with a mean of 18.39 PVs and PPVs per textbook and a median of 12 PVs and PPVs per textbook (see Appendix 3). Aspectual PVs accounted for only 13.6% of the total PVs and PPVs in each book; still, because they are easy to describe and explain to learners, the inclusion of activities that draw attention to aspectual particle function might be beneficial.

With the exception of three books that noted the differences between literal and aspectual PVs, the textbooks drew no distinction between different semantic types of phrasal verbs. This may be problematic, as a lack of division may lead teachers and learners to believe that there are no semantic distinctions to be made between PVs. When questioning students ask about meanings of PVs, teachers may find themselves able to explain some (especially literal ones) more easily than others, unless the teachers are quite adept at recognizing, interpreting, and explaining these more metaphorical senses. By presenting PVs as possessing varying shades of meaning, ranging from literal to opaque, and including activities which encourage learners to think metaphorically, ELT materials might truly be able to reap the benefits of the research which has shown that CL has tremendous potential to engage ELLs (Boers, 2000; Condon, 2008; Kovecses & Szabo, 1996; Sadri & Talabinezhad, 2013; White, 2012; Yasuda, 2012).

### **Frequencies of Phrasal Verbs in ELT Materials and Corpora Studies**

To answer the last research question, which asks whether the PV forms found in the ELT materials were consistent with those identified as most frequent in corpus studies, frequencies of PV forms (excluding PPVs) across all textbooks were compiled. A total of 129 PV forms were noted. The highest frequency was *pick up* (with ten instances), followed by *turn down* (eight instances), then *look up*, *take off*, and *work out* (six instances). The majority of PVs (82 of 129) were listed only once. Table 3 shows these frequencies.

Table 3. *Frequencies of 129 Phrasal Verb Forms Found in ELT Textbook Activities*

PV	Freq.	%	PV	Freq.	%	PV	Freq.	%	PV	Freq.	%	PV	Freq.	%
pick up	10	4.1	take in	3	1.2	call on	1	.4	go away	1	.4	save up	1	.4
turn down	8	3.3	try on	3	1.2	calm down	1	.4	go off	1	.4	see off	1	.4
look up	6	2.5	work up	3	1.2	catch on	1	.4	go over	1	.4	set out	1	.4
take off	6	2.5	ask out	2	.8	check out	1	.4	going back	1	.4	settle into	1	.4
work out	6	2.5	break down	2	.8	clean out	1	.4	got through	1	.4	sit down	1	.4
get over	5	2.1	call back	2	.8	come across	1	.4	grew up	1	.4	take down	1	.4
give up	5	2.1	catch up	2	.8	count on	1	.4	grow apart	1	.4	take on	1	.4
put off	5	2.1	find out	2	.8	cross off	1	.4	hand in	1	.4	take over	1	.4
turn up	5	2.1	get along	2	.8	cut off	1	.4	head off	1	.4	take through	1	.4
call up	4	1.7	look after	2	.8	dress up	1	.4	hold on	1	.4	take to	1	.4
figure out	4	1.7	look for	2	.8	drop by	1	.4	hook up	1	.4	think over	1	.4
grow up	4	1.7	print out	2	.8	drop off	1	.4	keep on	1	.4	took off	1	.4
put away	4	1.7	put out	2	.8	drop out	1	.4	keep up	1	.4	took up	1	.4
put on	4	1.7	run out	2	.8	eat out	1	.4	let down	1	.4	try out	1	.4
take out	4	1.7	sort out	2	.8	eat up	1	.4	lie around	1	.4	tuck away	1	.4
throw	4	1.7	take apart	2	.8	end up	1	.4	lie down	1	.4	turn around	1	.4
turn on	4	1.7	take back	2	.8	gave away	1	.4	look at	1	.4	turn in	1	.4
break up	3	1.2	take up	2	.8	get around	1	.4	look out	1	.4	turn out	1	.4
bring up	3	1.2	turn off	2	.8	get at	1	.4	make out	1	.4	use up	1	.4
clean up	3	1.2	work off	2	.8	get away	1	.4	pass out	1	.4	watch out	1	.4
get	3	1.2	write down	2	.8	get back	1	.4	pick on	1	.4	wear off	1	.4
hang up	3	1.2	ask over	1	.4	get by	1	.4	point out	1	.4	wipe off	1	.4
make up	3	1.2	back out	1	.4	get off	1	.4	put together	1	.4	work around	1	.4
put down	3	1.2	bring in	1	.4	get out	1	.4	put up	1	.4	work at	1	.4
run into	3	1.2	burn down	1	.4	get together	1	.4	ran into	1	.4	work away	1	.4
take after	3	1.2	call off	1	.4	give away	1	.4	rely on	1	.4			

**Total: 129 PVs, 242 instances\***

\*Note: Phrasal-prepositional verbs were excluded from this portion of the analysis.

Next, the 129 PVs were compared to both the top 100 PV forms found in Gardner and Davies' (2007) BNC corpus study and the top 150 forms noted in Liu's (2011) study. Appendix 4 contains a list of Gardner and Davies' top 100 forms and Appendix 5 contains a list of the top 150 identified by Liu. The results indicated that only 26 of the PVs found in the ELT materials were listed in the 100 PVs noted by Gardner and Davies (2007); this means that only 26% of the PVs found across all textbooks are among the top 100 in the BNC, which represent over half (51.4%) of all instances of PVs found in the BNC. 52 of the PVs in the ELT materials matched

those found in Liu's top 150 PVs, meaning that only 36% of the PVs taught in the ELT materials were among the top 62.95% of all the total PV occurrences found in the COCA, BNC, and LSWE combined. This means that a significant number of the PVs taught in textbooks – at least two-thirds of them – are not very practical choices for learners. It also means that there are 98 PVs on Liu's list and 74 on Gardner and Davies' list that are not addressed at all in these eighteen textbooks in activities that explicitly target PV instruction.

Of course, there are some limitations with this portion of the study. First, there may be PVs in other parts of the book. These were not counted for both practical reasons as well as the desire to see how those forms *explicitly* taught compare to those most frequently used. Given the complexity of these forms, they do seem to warrant their own instructional segment within the texts. Second, the total number of textbooks was limited to 18; ideally, in future iterations of this study, the number will increase to allow for the collection of more PVs.

Why use a frequency-based approach to select PVs for inclusion in textbooks? First, it is essential given the sheer quantity of PV forms. Gardner and Davies identified 12,508 different verb plus particle combinations in the BNC. *Cambridge Phrasal Verbs Dictionary* (2006) boasts over 6,000 PV forms and *Oxford Phrasal Verbs Dictionary for Learners of English* (2006) over 7,000. Many of these PV forms are polysemous, easily placing the number of known PV senses in the tens of thousands. Thus, knowing which forms are most useful is imperative, as both Liu (2011) and Gardner and Davies (2007) have noted. "Relying on lists generated from frequency counts eliminates the possibility of students wasting time learning obscure PVs and reduces the possibility that students will be given confusing examples" (Darwin & Gray, 2000, p. 171).

One might argue that a frequency-driven approach is limiting for textbooks. Given the theme-based approach of textbooks and the desire to integrate PVs into authentic contexts,

certain PVs might be included with the rationale that appropriateness outweighs frequency. This is a fine rationale, yet many of the textbooks do not teach PVs in context or in a way that relates to the theme; rather, they present arbitrary lists of PVs, which are not connected in any meaningful way. To truly teach the most meaningful forms, then, it may be better for ELT publishers to take these lists and incorporate them in a relevant manner.

### **Limitations and Suggestions for Future Research**

Given the exploratory-qualitative-interpretive nature of this study, the intention was to observe general trends. This study is better viewed as a springboard for future research into the specific research questions proposed. Ideally, future iterations of this study would include a more representative sample of ELT textbooks; identifying the most frequently-purchased or most commonly-used by specific schools might be better ways to obtain a sample. Furthermore, this study would greatly benefit from the use of additional raters, particularly for the segments that distributed PVs into semantic categories and differentiated between PVs and similar forms via syntactic grammaticality judgment tests. As both of these portions require individual judgment, they are subject to individual bias; multiple raters would help limit this effect.

### **Conclusions**

In order to maximize learning and provide a better depiction of the nature of PVs, ELT materials need improvement in both the selection of PVs and presentation of their properties. In terms of selection, PVs could better reflect those most frequently used by speakers of English. As it was found that 74% of the PVs were not considered frequent when compared to Gardner and Davies' (2007) list and 64% were not considered frequent when compared to the list of 150 forms noted by Liu (2011), more integration would be beneficial.

In terms of presentation, a balanced approach, which addresses form (i.e. syntax or structure), meaning (i.e. semantics), and usage (i.e. pragmatics) would be useful in that it “enables language students to use linguistic forms accurately, meaningfully and appropriately” (Larsen-Freeman, 1981, p. 280). However, it seems that the current trend is to disregard the syntactic and semantic complexity of these forms in favor of presenting them in a way that is more easily digestible for learners.

This is most strongly represented in the presentation of PVs as either “separable” or “inseparable,” a seemingly limiting classification. This is because, with one exception (*get over*), all of the “inseparable” PVs found in the books can be classified in other ways: as intransitive PVs, as PrVs, as verb plus adjoined preposition sequences, or as PPVs. Truly intransitive and inseparable PVs are the exception to the rule. Given that only one potential exception was found in all of these textbooks, it seems somewhat unsound that an entire category was constructed to house it. Instead, separability could be viewed as a *property* of some types of PVs, such as PPVs and intransitive PVs, rather than a category in itself. Shifting the focus of instruction to transitivity rather than separability would ameliorate this issue. Furthermore, distinctions between PVs and PrVs ought to be made clear, as a number of rules which apply only to PrVs are completely lost when they are classified as “inseparable PVs” when in fact, they may not be PVs at all.

Semantically, it was found that very little attention was given to the role of the particle in the assignment of meaning of PVs. While PVs were grouped according to verb and according to particle in a number of texts, these groupings did little to clarify the meaning of the particle. To address this issue, some CL-based activities ought to be integrated into these texts. Perhaps the CL approach could be, as Boers (2000) suggests, a complementary technique rather than a

separate program. That is, syntactic and semantic properties could be taught in conjunction. Doing so would require more space within these texts, so it is recommended that PVs be taught as the linguistic focus of an entire chapter rather than as short activities within a chapter. This would also avoid the pitfalls of teaching various properties across texts in a piecemeal fashion.

Additionally, while placing PVs into categories of “literal” or “idiomatic” is a step in the right direction as it acknowledges the semantic complexity of PVs, it does not address the whole range of idiomaticity of PVs. By presenting them as existing along a spectrum, rather than superimposing on them a binary *this* or *that*, learners might be able to have a better idea of how these forms function. Activities which include instruction on the aspectual meaning of particles would also help to clarify instances in which the particle adds a specific meaning.

It seems that there is a general discomfort with the idea of labeling cases as either lexically or grammatically ambiguous; yet language *is* often ambiguous. PVs are especially so, as they exist on the cusp of grammar and the lexicon. As Bolinger (1971) has noted:

I do not believe that a linguistic entity such as the phrasal verb can be confined within clear bounds. Rather, there are analogical extensions in all directions, some of which, along with their causes and effects, must be traced; being or not being a phrasal verb is a matter of degree. (p. 6)

Labeling ambiguous cases with certainty is a misrepresentation of their underlying nature. ELT materials developers should be wary of reducing these complex forms by placing them in simplistic frameworks, and should strive to represent them in a way that better reflects their unique syntactic and semantic properties.

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## Appendix 1.

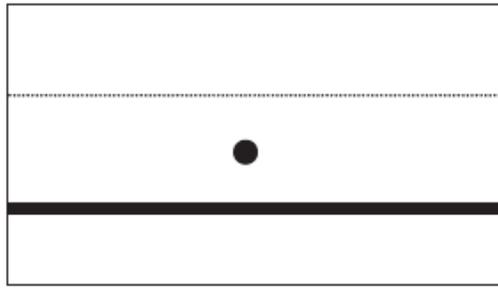


Figure 1. "The proto-scene for over" (p. 264).

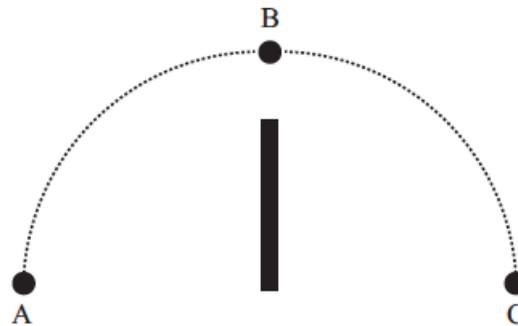


Figure 2. "Schematization of normal interpretation, i.e. one involving inferences, of sentences of the type: The cat jumped over the wall" (p. 267).

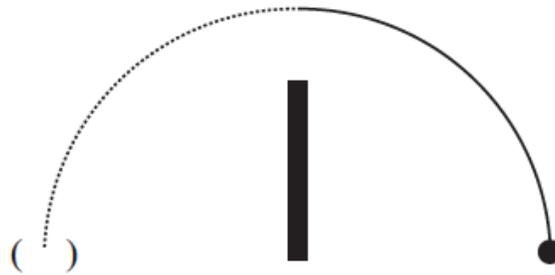


Figure 3. "Transfer sense: The TR has been transferred from the left side of the impediment to the right side, as represented by the dark sphere which is in focus." P. 270

Figures 1-3 adapted from Evans, V. and Tyler, A. (2004a), "Applying Cognitive Linguistics to pedagogical grammar: The case of over," in M. Archad, S. Neimier (Eds.), *Cognitive linguistics, second language acquisition, and foreign language teaching*. (pp. 257-281). Berlin, Germany: Mouton de Gruyter.

## Appendix 2.

Table 4. *American Headway 3*, p. 32, “Separable or Inseparable?”

	Fronting	Wh- Test	Advl. Insert.	Repetition	Stress on Particle	Conclusion
1. She <u>takes after</u> her father.	N	Y	Y	Y	?	?Prep-V
2. Nearly everyone <u>got through</u> the exam.	N	Y	Y	?	Y	?Prep-V
3. We <u>looked after</u> their cats.	N	Y	Y	Y	?	?Prep-V
4. He <u>gets along with</u> his sister.	Phrasal-Prepositional Verb					
5. I'm <u>looking for</u> my glasses.	N	Y	Y	Y	N	Prep-V
6. They're <u>looking forward to</u> the vacation.	Phrasal-Prepositional Verb					
7. We couldn't <u>put up with</u> the noise any longer.	Phrasal-Prepositional Verb					

Table 5. *Four Corners 3*, p. 88, “Inseparable Phrasal Verbs”

	Fronting	Wh- Test	Advl. Insert.	Repetition	Stress on Particle	Conclusion
1. It's awful when people <u>break up</u> .	Intransitive PV					
2. I need friends that I can <u>count on</u> .	Y	?	?	Y	N	? V+Prep P
3. It's not nice when friends just <u>drop by</u> .	N	?	Y	Y	N	? Prep-V
4. My family and I <u>get along</u> well.	Intransitive PV					
5. My friends and I love to <u>get together</u> .	Intransitive PV					
6. Most teenagers need to <u>grow up</u> .	Intransitive PV					
7. People used to <u>pick on</u> me in class.	N	Y	Y	?	N	?Prep-V
8. I love to <u>run into</u> old friends.	N	Y	Y	?	?	?Prep-V
9. I <u>take after</u> my mother.	N	Y	Y	?	?	?Prep-V

Table 6. *North Star 4* p. 160-163, “Phrasal Verbs”

	Fronting	Wh- Test	Advl. Insert.	Repetition	Stress on Particle	Conclusion
1. There's no way we will <u>run into</u> them.	N	Y	Y	?	?	?PrepV
2. It has really <u>caught on</u> .	Intransitive PV					
3. Au Pain Gourmet is having difficulty <u>keeping up with</u> the demand.	Phrasal-Prepositional Verb					

Table 7. *New American Inside Out Intermediate*, p. 33, “Vocabulary and Grammar”

	Fronting	Wh- Test	Advl. Insert.	Repetition	Stress on Particle	Conclusion
1. <u>get over</u> something	N	Y	?	?	Y	?PV
2. <u>head for</u> something	N	Y	?	Y	N	?PrepV
3. <u>look into</u> something	N	Y	Y	Y	?Y	?PrepV
4. <u>get down to</u> something	Phrasal-prepositional verb					
5. <u>look forward to</u> something	Phrasal-prepositional verb					

Table 8. *World Link 3*, p. 44 “Language Link: Phrasal Verbs”

	Fronting	Wh- Test	Advl. Insert.	Repetition	Stress on Particle	Conclusion
1. Gus <u>ran into</u> Erin.	N	Y	Y	Y	?	?PrepV
2. I have to <u>get over</u> my terrible day.	N	Y	?	N	?	?PV

Table 9. *Touchstone 4*, p. 37, “Inseparable phrasal verbs”

	Fronting	Wh- Test	Advl. Insert.	Repetition	Stress on Particle	Conclusion
1. Weren't you supposed to <u>get off</u> work early?	N	Y	Y	?	N	?PrepV
She'll never <u>get over</u> feeling embarrassed.	N	Y	?	?	?	?PV
I hope I can <u>get through</u> the reception.	N	Y	Y	?	Y	?PrepV
Can I <u>get away with</u> wearing pants?	Phrasal-prepositional verb					
Couldn't you <u>get out of</u> the meeting?	Phrasal-prepositional verb					
Did you <u>get around to</u> buying a gift?	Phrasal-prepositional verb					

Table 10. *In Charge 1*, “Separable and Inseparable Phrasal Verbs,” p. 100

	Fronting	Wh- Test	Advl. Insert.	Repetition	Stress on Particle	Conclusion
1. Laura's the kind of person who <u>checks up on</u> her boyfriend every time he goes somewhere.	Phrasal-prepositional verb					
2. People sometimes take advantage of him, but he <u>puts up with</u> it.	Phrasal-prepositional verb					
3. It's difficult to <u>keep up with</u> his energy.	Phrasal-prepositional verb					
4. She <u>runs into</u> them wherever she goes.	N	Y	Y	Y	?	?PrepV

## Appendix 3.

Table 11. *Frequencies and Classifications of PVs and PPVs in Individual ELT Textbooks*

<b>Textbook</b>	<b>PV+PPV Freq.</b>	<b>Percent</b>	<b>Literal</b>	<b>Aspectual</b>	<b>Idiomatic</b>	<b>PPVs</b>
North Star 4	15	4.5	3		12	
Four Corners 2	8	2.4	4	4		
Four Corners 3	9	2.7		1	8	
Four Corners 4	9	2.7				9
World English 2	7	2.1		1	4	2
Breakthrough Plus 2	15	4.5	14	1		
Breakthrough Plus 4	7	2.1		1	6	
Touchstone 3	24	7.3	17	3	4	
Touchstone 4	6	1.8		3		3
New American Inside Out	49	14.8	12	6	23	8
American Headway 2	23	6.9	15		6	2
American Headway 3	42	12.7	8	3	26	5
American Headway 5	44	13.3	5	6	28	5
In Charge 1	32	9.7	1	7	12	12
World Link 3	12	3.6	3	4	5	
English in Common 3	12	3.6	1	2	6	3
English in Common 4	9	2.7		2	7	
English in Common 5	8	2.4		1	7	
<b>Total</b>	<b>331</b>	<b>100</b>	<b>83</b>	<b>45</b>	<b>154</b>	<b>49</b>

Table 12. *Semantic Classification of PVs Across all ELT Textbooks*

<b>Semantic Classification</b>	<b>Frequency</b>	<b>Percent</b>
Idiomatic	154	46.5%
Literal	83	25.0%
Phrasal-Prepositional (Idiomatic)	49	14.8%
Aspectual	45	13.6%
<b>Total</b>	<b>331</b>	<b>100.0%</b>

## Appendix 4.

Table 13. *Top 100 PVs identified by Gardner & Davies (2007)*

Go on	carry on	put on	move in
Carry out	go up	bring out	look around
Set up	get out	move on	take down
Pick up	take out	turn back	put off
Go back	come down	put back	come about
Come back	put down	go round	go along
Go out	put up	break up	look round
Point out	turn up	come along	set about
Find out	get on	sit up	turn off
Come up	bring up	turn round	give in
Make up	bring in	get in	move out
Take over	look back	come round	come through
Come out	look down	make out	move back
Come on	bring back	get off	break off
Come in	break down	turn down	get through
Go down	take off	bring down	give out
Work out	go off	come over	come off
Set out	bring about	break out	take in
Take up	go in	go over	give back
Get back	set off	turn over	set down
Sit down	put out	go through	move up
Turn out	look out	hold on	turn around
Take on	take back	pick out	
Give up	hold up	sit back	
Get up	get down	hold back	
Look up	hold out	put in	

Adapted from “Pointing Out Frequent Phrasal Verbs: A Corpus-Based Analysis” by Gardner, D., & Davies, M., 2007, *Tesol Quarterly*, 41(2), 339-359.

## Appendix 5.

Table 14. *Top 150 Most Frequently-Used PVs Identified by Liu (2011)*

go on	come down	cut off	start out	fill out
pick up	go ahead	turn back	call out	sit back
come back	go up	pull up	sit up	rule out
come up	look back	set out	turn down	move up
go back	wake up	clean up	back up	pick out
find out	carry out	shut down	put back	take down
come out	take over	turn over	send out	get on
go out	hold up	slow down	get in	give back
point out	pull out	wind up	blow up	hand over
grow up	turn around	turn up	carry on	sum up
set up	take up	line up	set off	move out
turn out	look down	take back	keep on	come off
get out	put up	lay out	run out	pass on
come in	bring back	go over	make out	take in
take on	bring up	hang up	shut up	set down
give up	look out	go through	turn off	sort out
make up	bring in	hold on	bring about	follow up
end up	open up	pay off	step back	come through
get back	check out	hold out	lay down	settle down
loop up	move on	break up	bring down	come around
figure out	put out	bring out	stand out	fill in
sit down	look around	pull back	come along	give out
get up	catch up	hang on	play out	give in
take out	go in	build up	break out	go along
come on	break down	throw out	go around	break off
go down	get off	hang out	walk out	put off
show up	keep up	put on	get through	come about
take off	put down	get down	hold back	close down
work out	reach out	come over	write down	put in
stand up	go off	move in	move back	set about

Adapted from “The most frequently used English phrasal verbs in American and British English: A multicorpus examination” by Liu, D., 2011, *TESOL Quarterly*, 45(4), 661-688.