

The Selection & Presentation of Phrasal Verbs in ELT Textbooks: Alternative Approaches

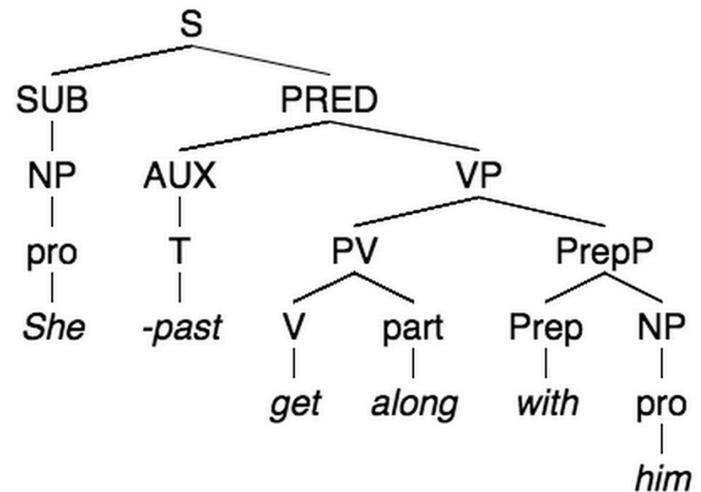
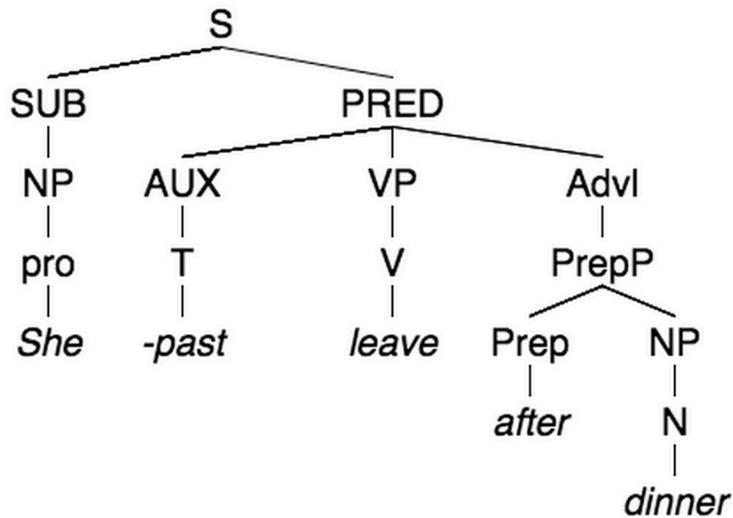
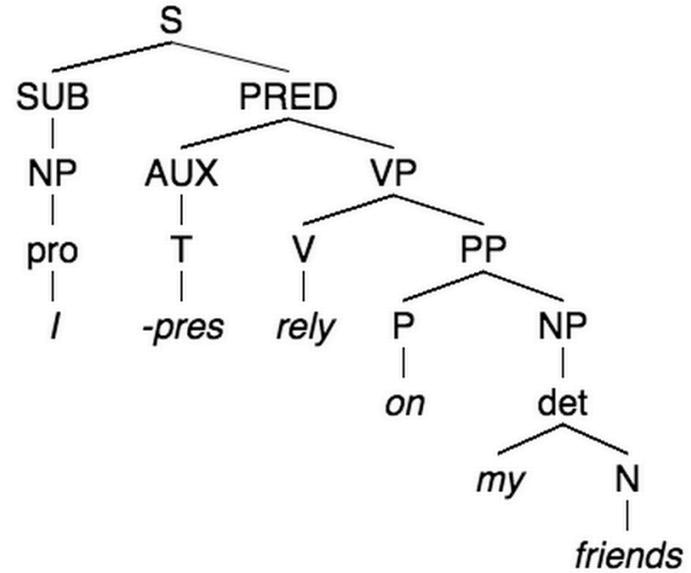
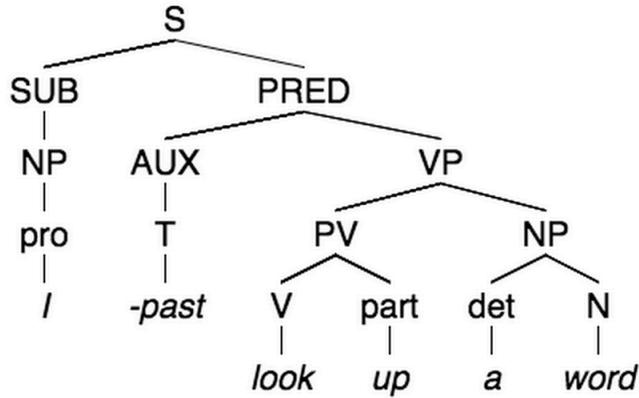
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Teachers College, Columbia University

abide by **abound in** accede to **accord with** account for
ace out ache for **act out** act up add up *add up* to
adhere to agree with aim at allow for **allow of** allude to
allow for allude to *amount to* angle for announce
against *announce for* answer back **answer for** answer
to ante up arrive at arse around ascribe to **ask after** ask
around **ask for** ask in *ask out* ask around aspire to
associate with atone for attend to attest to attribute to
auction off **avail of** average out **back away** back down
back into back off back onto back out back off back up
bag up bail out **bail up** bale out balance out **balance up**
balk at ball up balls up **band together** bandage up
bandy about bang about bang away at bang down
bang into bang on bang out **bang up** bank on bargain
for bargain on barge into bark out base on bash about
bash in bash up **bask in** bat around bat

PVs and Similar Syntactic Forms



Transfer & Language Typology

Verb-framed language – motion, space, and temporality are expressed in the verb

- Romance languages

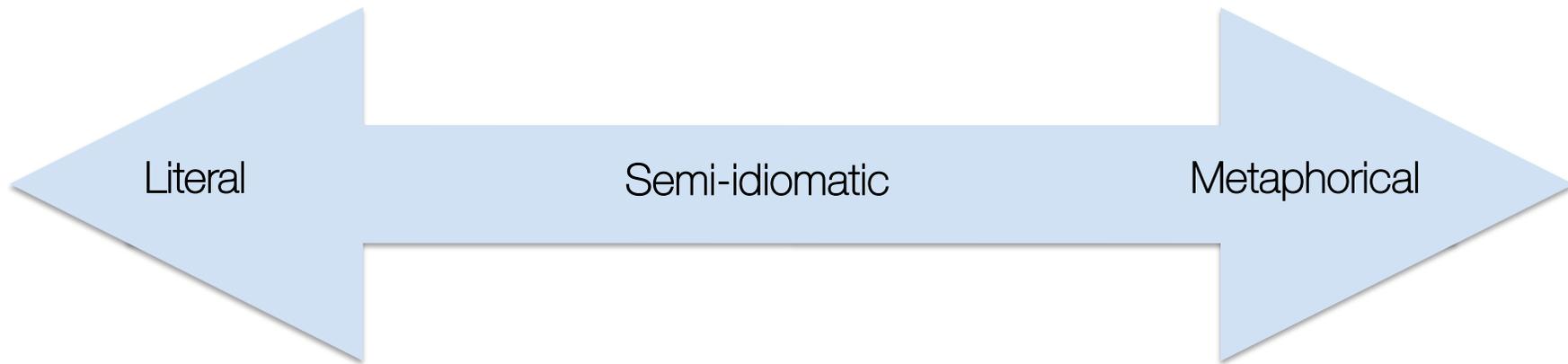
Satellite-framed language – motion, space, temporality are expressed in the particle

- Germanic languages

trepar = climb up = ascend

entre = go in = enter

Semantic Nature of PVs



Aspectual (Celce-Murcia & Larsen-Freeman, 1999)

Iterative – to show repetition

e.g. she did it over again

Inceptive – to signal a beginning state

e.g. took off, or start up

Completive – to show a finished action

e.g. drink up, or burn down

Continuative – to show continuing action

e.g. carry on, danced away, goof around

Cognitive Linguistics

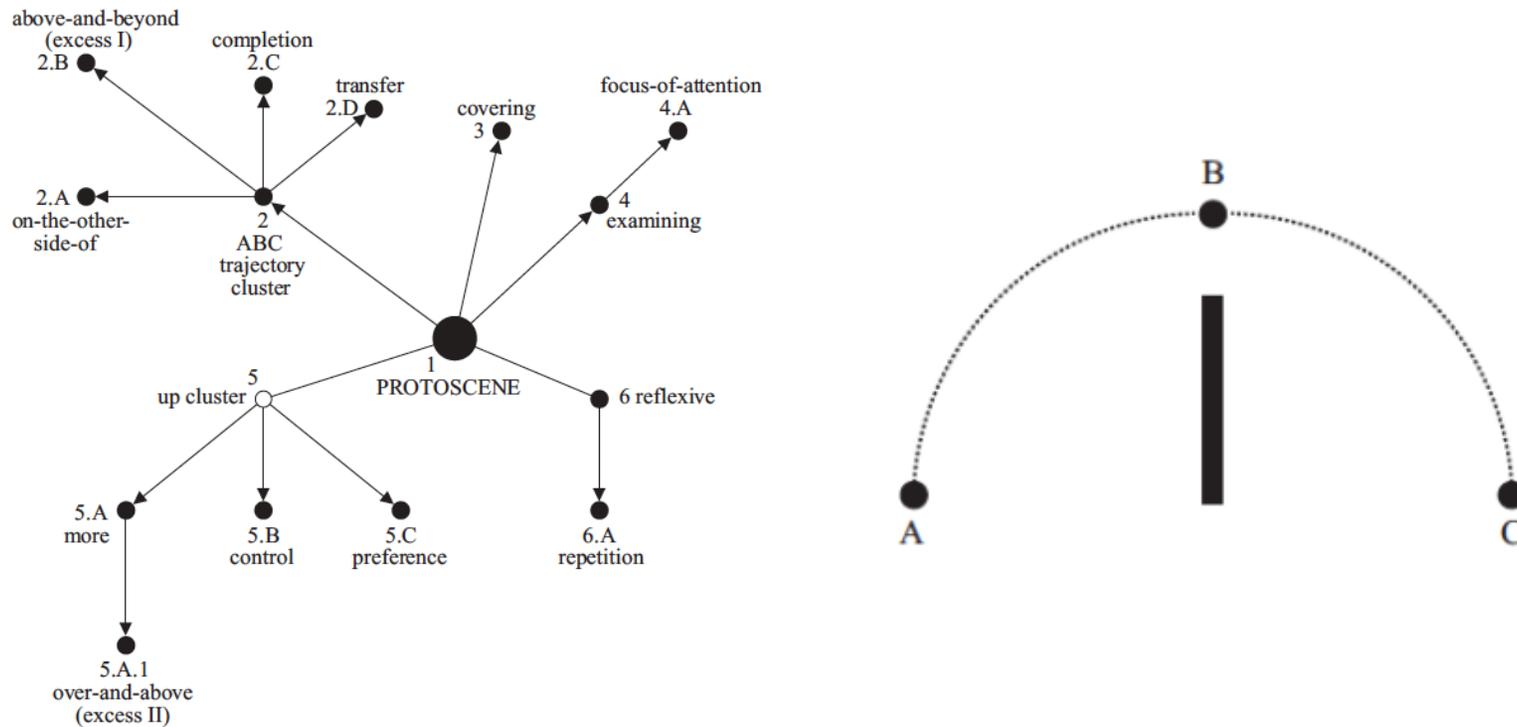
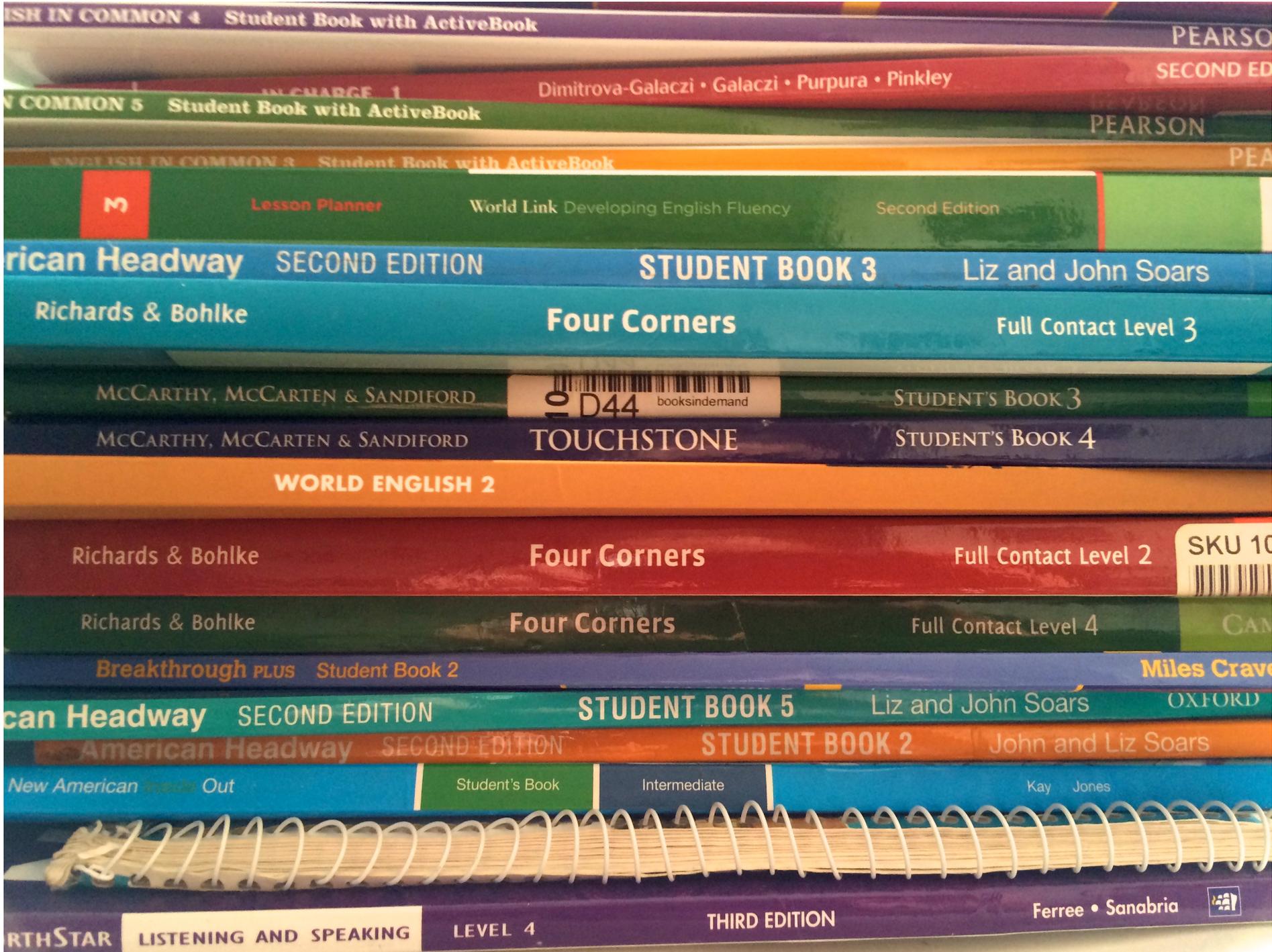


Figure 7. The semantic network for over.

Figures adapted from Evans, V. & 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: Walter de Gruyter.



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Research Questions

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

Methodology

Selection of textbooks

Coding of Activities

Coding of PV types (literal, aspectual, idiomatic)

Syntactic Tests

Comparison to Corpus Data

Gardner & Davies (2007)

British National Corpus

Liu (2011)

Corpus of Contemporary American English (COCA)

Longman Spoken and Written English (LSWE)

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

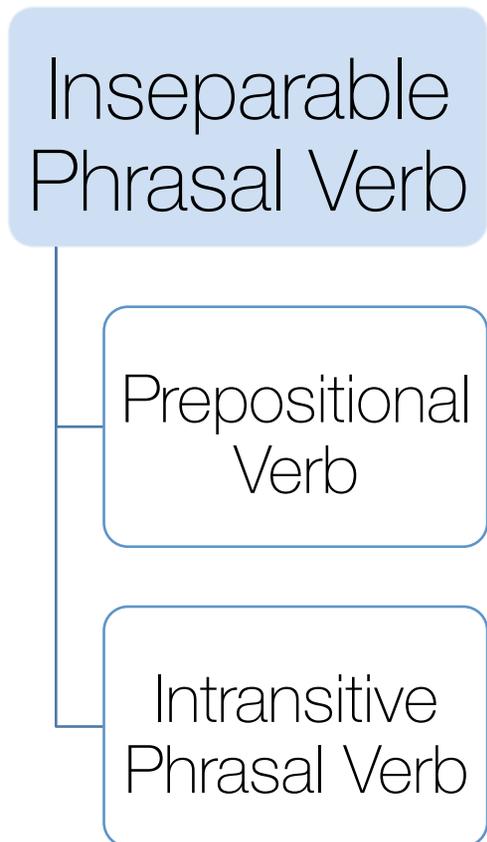
Textbook	Publisher	Year	Semantic				Syntactic			
			Particle Focus	Verb Focus	Whole Unit Focus	Literal v. Idiomatic	Separability	Transitivity	Phrasal- Prep. Verbs	Stress
Four Corners 2	Cambridge	2012			1		1			
Four Corners 3	Cambridge	2012			1		1			
Four Corners 4	Cambridge	2012			1				1	
Touchstone 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	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		
		Total	4	4	18	4	9	3	2	1

Syntactic Trends

Lack of discussion of transitivity

Inseparable PVs are Prepositional Verbs:
*run into, get over, take after, get through,
look after, look into, pick on, drop by, get
off, head for*

Syntactic rules split across texts



“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.”

-Richard Side, 1990

Semantic Groupings

Same verb (4 texts)

Same particle (4 texts)

Literal vs. Idiomatic (4 texts)

Vocabulary Phrasal verbs with *work*

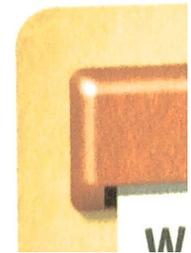
a Complete each sentence with a phrasal verb.

work at work off work out work up

- 1 A good marriage takes effort. You have to _____ it.
- 2 I can't seem to _____ any enthusiasm for this.
- 3 Don't worry. I'm sure it will all _____ in the end.
- 4 How long will it take you to _____ all your debts?

b Match each phrasal verb with *work* with the correct meaning.

- | | |
|----------------|-----------------------------|
| 1 work off | a get upset / angry |
| 2 work toward | b overcome an obstacle |
| 3 work around | c try to lose extra weight |
| 4 be worked up | d try to develop a solution |



Vocabulary | phrasal verbs

4 Underline phrasal verbs with *up* and *out* in the article and put them in the correct place in the charts.

a. pick up
learn without formal study

b. _____ up
invent (a story, a song, a joke)

f. _____ up
become an adult

Up

c. _____ up
be in a particular situation after a series of events

e. _____ up
stop being together as a couple

d. _____ up
reach someone after a period of following/chasing

g. _____ out
discover

h. _____ out
have none left (it's finished)

Out

i. _____ out
stop going to school without finishing your studies

5 Cross out the one sentence ending that is not possible.

Ex: He dropped out of . . . a. ~~tests.~~

1. I broke up with . . .

a. *my girlfriend.*

b. *school.*

c. *college.*

2. They made up . . .

a. *stories.*

b. *my relationship.*

c. *my husband.*

3. We figured out . . .

a. *what the problem was.*

b. *an excuse.*

c. *acting.*

4. She picked up . . .

a. *Spanish very quickly.*

b. *the answer.*

c. *wrong.*

5. We ran out of . . .

a. *enough milk.*

b. *some information.*

c. *a new haircut.*

6. I caught up with . . .

a. *my studies.*

b. *money.*

c. *things to do.*

7. She ended up . . .

a. *living with me.*

b. *myself.*

c. *you easily.*

b. *work as a doctor.*

c. *in Warsaw.*

VOCABULARY AND SPEAKING

Literal phrasal verbs

- 1 Phrasal verbs consist of a verb + adverb/preposition. Some phrasal verbs are literal.

*I want to **go away** and travel. (= go + away)*

***Take off** your coat. (= take + off)*

*She **gave away** all her money. (= give + away)*

- 2 Complete the sentences with a word from the box.

out at down on back

- Put what on something warm. It's cold today.
- There's some ice cream in the freezer. Can you get it out?
- Dave! Come here and sit down next to me.
- Look _____ the countryside. Isn't it beautiful?
- When are you going _____ to your country?

- 3 Do or act out the actions to a partner. Can your partner guess the phrasal verb?

pick (something) up
look for (something)
turn (something) off
lie down
turn around
try (something) on
throw (something) away

You're picking something up.



Idiomatic phrasal verbs

- 5 Some phrasal verbs are idiomatic.

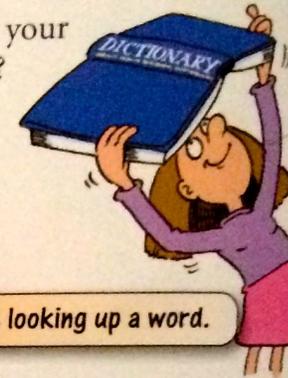
*I can't finish this crossword. I **give up!** (= quit)*

*The plane **took off.** (= leave the ground)*

*Let's **put off** today's meeting till next week. (= postpone)*

- 6 Do or act out the actions. Can your partner guess the phrasal verb?

look up a word
my car's broken down
get along with (somebody)
run out of milk
Look out!



You're looking up a word.

- 7 Complete the sentences with a phrasal verb from Exercise 6.

- I've _____, so I can't have any cereal.
- Can I look up _____ in your dictionary?
- My boss is a great guy. I get along well _____ him.
- Oh, no! Our car's broken down, and there isn't a gas station for miles!
- look out There's broken glass on the floor.

CD3 27 Listen, check, and repeat.

Talking about you

Semantic Classification

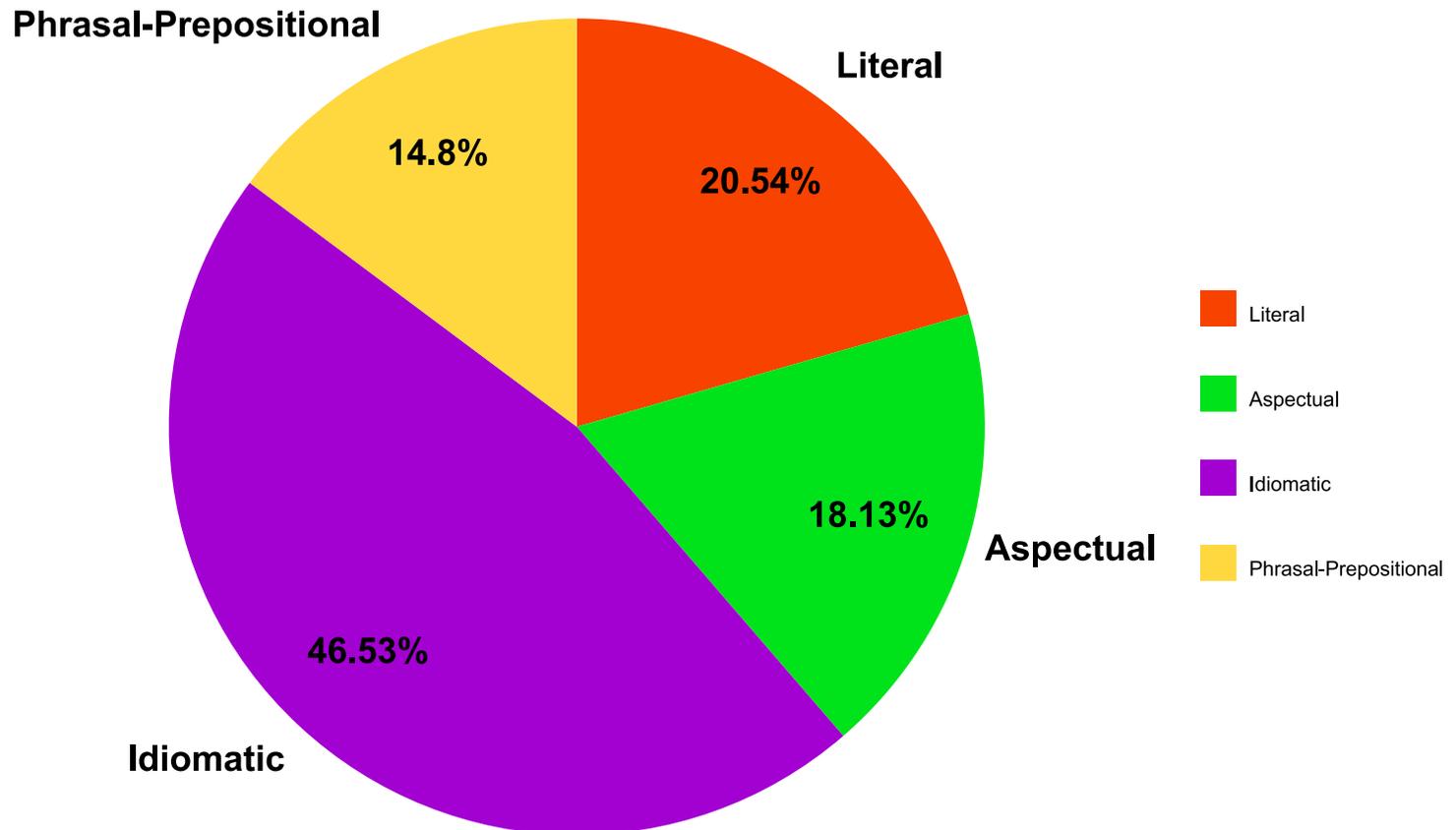


Table 3. *Frequencies of 129 Phrasal Verb Forms Found in ELT Textbook Activities*

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.

Frequencies

The top 100 PV forms found by Gardner & Davies constitute **51.4%** of all instances of PVs in the BNC

The top 150 in Liu constitute **62.95%** of all instances in the BNC, COCA, and LWSE

Textbooks

Only **26 PVs** in (**26%**) matched Gardner & Davies List

Only **52 PVs** (**36%**) matched Liu's list

Conclusions

More **frequent** PVs should be integrated into ELT materials

Materials emphasizing the **contribution of the particle** need further development

Awareness should be raised about the **syntactic structures** underlying PVs

Emphasis should be placed on **transitivity** of PVs rather than separability alone