

## Cognitive Linguistics to Instruct Phrasal Verbs Through Google +: A Lebanese EFL Context

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### ABSTRACT

EFL textbooks, academic material, and language proficiency tests include phrasal verbs. However, many Lebanese high-school EFL learners reflect unfamiliarity with phrasal verbs and tend to avoid them in their language production. To this end, a twofold research was conducted. First, a corpus linguistics analysis of the Lebanese national EFL instructional material was carried out to map the occurrence of phrasal verbs and related activities. Second, an experimental research was conducted to investigate the impact of cognitive linguistics strategies on the instruction of phrasal verbs to EFL Lebanese high-school learners, through Google +. The utilized instruments were pre/post-tests, surveys, interviews, intervention tasks, anecdotal notes. In the first part, corpus analysis revealed that phrasal verbs occurred recurrently; however, related activities were seldom traced. In the second part, the results analyzed quantitatively and qualitatively highlighted the positive impact of cognitive linguistics strategies on the instruction of phrasal verbs through Google +; the experimental group outperformed the control significantly. Further research on a larger scale of participants can be done.

## 1. INTRODUCTION

Phrasal verbs are a subset of formulaic sequences in English “usually made up of a monosyllabic verb (e.g., go, come, take, put, get) and an adverbial or prepositional particle (e.g., up, out, off, in, on, down)” (Schmitt, 2001, p. 99). But learning them is a complicated skill because of unsystematic verb-particle combinations, the element of metaphor (Condon, 2008, p.134), and their range of idiomaticity (Moon 1998, p. 3). Moreover, a single particle could carry multitude meanings, such as, *freshen up* denotes increasing freshness, whereas *stay up* means remain awake and out of bed, denoting physical and metaphorical meaning (Olteanu, 2012, p. 67).

However, EFL textbooks and other academic material, such as, TOEFL exams and other language proficiency tests include phrasal verbs. Nevertheless, many Lebanese high-school EFL learners reflect unfamiliarity with phrasal verbs and tend to avoid them in their language production, which is a sign of weak language proficiency. To address this concern, a twofold research study was carried out. First, a corpus linguistics analysis of the Lebanese national EFL high-school instructional material was conducted, following Campoy-Cubillo et al.'s (2010) criteria. The occurrence of phrasal verbs, in the

authentic texts, and subsequent related activities were mapped, based on valid linguistic theories. Later, these compiled expressions were set into tables and some of them were introduced as a major source of instructional material, to serve this study, employing cognitive linguistics. Second, an experimental research study was conducted on a total of 200 high-school EFL Lebanese learners, to investigate the impact of implementing cognitive linguistics on constructing knowledge of these phrasal verbs, through Google+ group.

Moreover, Cognitive Linguistics, a branch of modern linguistics, occupied the researchers in the field. Cognitive Linguistics to Romero-Trillo (2015) contributed to the perception of metaphor (p.40); to Giovanelli (2015), it offered learning and teaching strategies through mental image schemas that combine experiential and the conceptual bases of meaning in the design and delivery of classroom activities (pp. 36-37). Similarly, to Saeed (2015) these image schemas supported the linguistic communication and emerged throughout notions of vision, space, motion and forces (e.g. path, spatial concepts - up-down, front-back - and container), and build up more abstract conceptual structures (p.190).

Consequently, several experiments in the field were conducted, such as: Boers (2000) (c.i. Boers & Lindstromberg, 2008, pp. 28-29), Kövecses and Szabó (2001), Rudzka-Ostyn (2003), Condon (2008) (c.i. Condon, 2008, pp. 134-137), Boers & Lindstromberg (2008), which revealed that cognitive linguistics approach helped learners comprehend such lexical units and remember them on a long term (Condon, 2008, pp. 133-134). Most of them grouped the phrasal verbs by their particles to relate the conceptual metaphor meaning. For example, the particle *up* was introduced as (a) a position at a high place or moving up to a higher one (e.g. sit up), (b) a value or a measure (e.g. hurry up); (c) to be more visible, accessible and known (e.g. show up) (Rudzka-Ostyn, 2003, c.i. Condon, 2008, pp. 134-137). Furthermore, given that cognitive linguists favored Constructivism to share and construct knowledge, this study employed procedural scaffolding, adopted from Echevarria et al. (2004) and Dennen (2004). However, to my knowledge, similar studies were not conducted with Lebanese advanced EFL classrooms, through social media.

## 2.METHODOLOGY

This study comprised of twofold research. First, a corpus linguistics analysis of the Lebanese national EFL instructional material was designed to map the occurrence of phrasal verbs and related activities. Second,

an experimental research was planned to investigate the impact of cognitive linguistics in the instruction of phrasal verbs to Lebanese EFL high-school learners, through Google <sup>+</sup>.

### 2.1 The analytical study design

A corpus linguistics analysis of the Lebanese national 1<sup>st</sup> secondary grade EFL instructional material was considered to highlight the occurrence of phrasal verbs and related activities, following up-to-date linguistic theories. The compilation method adopted Lüdelling & Kytö's (2008) manual intervention. The description of the type of corpora, its authenticity, the purpose and accessibility of the compilation followed Benett (2010) and Campoy-Cubillo et al.'s (2010) criteria. The formation of tables for the mapped phrasal verbs was based on Halliday's (2004) theory of phrasal verbs: verb+adverb, verb+preposition, verb+adverb+preposition.

### 2.2 The experimental study design

The experimental research was designed to investigate the impact of cognitive linguistics in the instruction of phrasal verbs to Lebanese EFL high-school learners, through Google <sup>+</sup>. It consisted of a pre-test, an intervention, and a post-test.

### 2.2.1 The participants

The participants were 200 Lebanese EFL 1<sup>st</sup>-year secondary grade, 15 years old learners from 6 different Lebanese high schools, the language they spoke at home was Arabic/Armenian. They were ascribed to experimental and control groups equally, following Cohen's (2005, p. 101) stratified random sampling.

### 2.2.2 Data collection instruments

Data collection instruments were: pre/post-tests, grading scale, surveys, interviews with school EFL teachers and coordinators, observation, and anecdotal notes. Data was analyzed quantitatively and qualitatively.

The *pre/post-test* design was based on Nation & Beglar's (2007) Vocabulary Size Test (c.i. Nation, 2012); because it measures written receptive vocabulary knowledge required for native and non-native speakers. Short and long contexts, such as a traditional multiple-choice (four-option) questionnaire and comprehension questions following a short passage (including phrasal verbs) were designed, to assess the engagement of the learners in the inferential understanding on Bloom's cognitive process dimensions, the hierarchy of multiple types of thinking, as, remember, understand, apply (Krathwohl, 2002, p. 216). Finally, the post-test design was similar to the pre-test, in order to avoid disparities as discussed by Schmitt (2010, p. 177). The evaluation of pre/post-tests was based on the grading scale followed in Lebanon, adopted from Baumbach (2011, p. 5). Based on their scores, the participants were ascribed to a category label (A, B, C, D, F) as seen here:

Table 1. Grading scale followed in Lebanon, adopted from Baumbach (2011, p. 5)

A	90-100%	B	80-89%
C	70-79%	D	60-69%
F	0-59%		

*Statistical Package for the Social Sciences*. It was planned to employ Larson-Hall's (2010) statistical Independent Samples t Test (p. 241) to get the mean scores of 2 independent groups (control and experimental) on the same test following the intervention given in this study.

*Surveys*. First, an electronic literacy survey of the participants was designed to determine their knowledge and easy access to Internet as well as to collect their email addresses for ease of experimental group formation on Google. Then, a survey of the learners' knowledge and the context of their prior

knowledge in phrasal verbs were planned following the pre-test.

*Interviews.* Informal conversational interviews with the 6 school EFL teachers and coordinators were designed following Patton's (1980) informal conversational interview to give space to a pressure free atmosphere while speaking (c.i. Cohen et al., 2005, p. 269). The purpose of the interview was to check how phrasal verbs were instructed in their classrooms and whether social media was employed in their teaching strategy.

*Anecdotal notes.* To track the learners' performance on Google+ at the end of the intervention, it was planned to take anecdotal notes and write a short report, to reveal the weaknesses and the strengths of the learners.

### 2.2.3 The intervention

The intervention of this study was planned through social media. As Vinther (2005) drew, it serves as motivational and instructional platform (c.i. Mariott & Torres, 2009, p. 8) and makes EFL learners construct and share the knowledge of phrasal verbs. So, the plan was to have the participants sign into the Google + group, created by the researcher to serve this study.

The intervention tasks were planned on the use of the mapped phrasal verbs as occurred in *Themes*. A syllabus was set to introduce these tasks to the experimental group; and the content objective was described. The tasks included instruction of 10 phrasal verbs in 2 lessons. It was planned to instruct the use of the particle *up*: *beef up*, *wind up*, *draw up*, *to be swept up*, *loosen up* (mapped from *Themes*, units 3, 4, 5, 6) in Lesson 1, see figure 1, and the use of the particles *off* and *into*: *to be into sth*, *to buy into sth*, *to edge into sth*, *wear off*, *lay off*, *hold off* (mapped from *Themes*, units 1, 3, 6) in Lesson 2. This new content material was posted on the Google drive link in PPT format. Its design was based on the following theoretical framework.

*Conceptual mapping.* Extracted phrasal verbs were grouped by the same particle, following conceptual mapping (Condon, 2008) and were introduced through colorful slides. For example, *Up* as the most common adverb particle in phrasal verbs was introduced with different verbs *wind up*, *beef up*, *draw up* etc., because it is easier to associate the concept of "moving up to a higher degree or measure" with a certain verb. This helps learners make connections among content elements and distinguish differences in meaning.

*Dual coding.* To motivate the learners and provide

them with visual support of harder concepts, Clark & Paivio's (1991) theory (c.i. Boers & Lindstromberg, 2008, p.11), dual coding was employed. Colorful pictorial elucidation as a stimulus was displayed. This visual thinking helps the learners associate the verbal information on the slide with a mental schema and enhance a later recall.

*Inductive process.* Brown's (2007, p.107) inductive reasoning of certain rules and meanings (self-questioning, reflecting and inferring) was employed in the design of animated Q&As pertinent to the theme. Clicking on the PPT slide and running the animation, the learners were given space to reflect on the questions and infer the answers. Then, another click was required to consolidate the true meaning. To help them guess the meaning on the basis of the cumulative effect of the sentences (Nunan, 2004, p. 30, Takač, 2008, p. 23). Finally, the presentation closed up by raising questions that reflect discovering the intended patterns and rules. See a sample of prepared lesson slides.

*Multiple contexts.* The expressions were introduced in a variety of contexts (from their textbook *Themes* and from other sources). Exposing learners to multiple and various contexts makes them cover various aspects of lexical knowledge and enables them to construct knowledge and consolidate it in long-term memory, as Takač (2008, p. 23) and Schmitt (2001, p.130) discussed.



Figure 1. Slide samples

Then, to scaffold the learner, a series of activities were designed following each lesson to assess the 3 types of thinking (remember, understand, and apply), along the cognitive process dimensions of Bloom's revised taxonomy (see a sample of the activities in App. B).

1. Multiple-choice activities in shorts texts helped the learners reflect on self-performance.

2. Cross-matching of synonymous meanings activities as a revisit of the 1<sup>st</sup> exercise that built more on the acquired

skills in a different format.

3. Recycling task activities in long texts and in a different environment (paragraph Q&A)

4. Guess the phrasal verbs in the picture activities consolidated the effect of dual coding.

### 3. RESULTS AND DISCUSSION

#### 3.1 Results of the corpus linguistics analysis

Corpus Linguistics Analysis, the study of language through corpora (Benett, 2010), verified that the type of the corpora (*Themes*, 2012, 1<sup>st</sup> sec.) was pedagogic. The compilation intervention was manual to trace semantic and syntactic hidden information (Lüdeling & Kytö, 2008). The purpose was instructional; part of the mapped material was employed to serve the experimental study of this paper. Data were set into tables and were accessible for material writers, teachers and learners (See App. A).

At least 80 phrasal verbs were mapped, pertinent to Halliday's (2004) EFG pattern of phrasal verbs

verb+adv (He is *putting on* weight, p.140), verb+prep (We are *crammed into* a small space, p.201),

verb+adv+prep (what she *started out with*, p.78). However, the activities that covered phrasal verbs were only 0.6% of the total workbook activities, which was consisted of 178 pages. The phrasal verbs were introduced "the same verb in differing particles" such as: put up, put off, put on, put out ... Whereas, conceptual metaphor awareness favors the combination of a different verb with a common particle (Rudzka-Ostyn, 2003) to get long-term retention. So, neither cognitive linguistics nor social media were employed to help the learners get hold of the difficult concept of phrasal verbs.

#### 3.2 Results of the experimental study

##### 3.2.1 The pre-test results

The pre-test was run at the beginning of the school year, to measure the pre-existing knowledge of the 200 learners in phrasal verbs. The pre-test grades were calculated in Excel; the combined grade of the participants was 18.6/40 category F (failing). Whereas, analysis of Larson-Hall's (2010) Independent Samples t Test (IStT) revealed that the pre-test mean of the experimental and the control

groups was statistically insignificant ( $p > .0001$ ), validity was achieved. So as seen here, Nation & Beglar's (2007) Vocabulary Size Test (c.i. Nation, 2012) was relevant; it diagnosed the pre-existing written receptive phrasal verbs knowledge of the learners.

##### 3.2.2 Surveys

First, the electronic literacy survey checklist revealed that 65% of the students had easy access to Internet from home, as well as, they had valid email addresses (that served the intervention phase later). Then, to achieve criterion-validity of the pre-test a survey was employed to crosscheck the learners' knowledge and the context of their prior knowledge in phrasal verbs. The results of the participant opinion poll of pre-existing knowledge in phrasal verbs revealed that 80% didn't know the phrasal verbs, which occurred in the pre-test, nor they encountered them before in textbooks, films, Facebook ... The learners revealed honesty.

##### 3.2.3 Interviews

Informal interviews with the six participant school English teachers and coordinators were conducted, following Patton's (1980) informal conversational interview (c.i. Cohen et al., 2005, p. 270). Cohen et al. (2005) drew that when a conversation is not tape-recorded it makes the teachers speak more freely (p. 269). To summarize their answers to the questions related to the mode of instructing phrasal verbs, most of them said that they followed the activities from the workbook (which was analyzed in this study), some gave a list of "same verb + different particle" to memorize. The use of Social media was out of question, they said it's time consuming. So, cognitive approach was not followed in the classrooms, there was minimal stress on phrasal verbs in their syllabi, and Social media was not favored.

##### 3.2.4 The Intervention phase

The treatment was administered through social media because of its motivational and instructional strategies adopted from Vinther (2005). The Google+ Group was successfully formed; the experimental group signed in and received on-line treatment and at the same time attended regular English classes at school, whereas the control group just attended regular English classes at school.

The tasks were formulated to instruct the learners asynchronously and synchronically. The elements needed in synchronous teaching, discussed by Armellini, McLoughlin & Motteram (2006) (c.i. Thomas & Reinders, 2010, p. 224) were described here.

*Media.* The Google+ dashboard was employed as an instructional and motivational platform.

*Number of participants.* The 100 participants of the experimental group were ascribed to groups of 10 learners.

*Learners' level of competence.* The learners fell into D & F categories in the subject area, specially, in the light of pre-test results.

*Content.* It comprised of 10 phrasal verbs in 2 PPT lessons, and related rehearsal activities (seen in the Methodology section).

*Activity types.* The activity types were downloading PPT lessons, reading and inferring meaning, performing rehearsal activities, submitting them, correcting and re-submitting, peer-peer and researcher-peer communication.

*Knowledge construction.* This study employed cognitive linguistics theories that pertain to memory and learning a foreign language, as well as, procedural scaffolding adopted from Echevarria et al. (2004) and Dennen (2004), to share and construct knowledge and increase the independence of the learners in learning new instructional material.

The mapped phrasal verbs (described in the Methodology) were introduced, based on the components of procedural scaffolding (modeling, rehearsing and applying) adapted from Echevarria et al., (2004) and Dennen (2004).

*In the modeling stage,* instructional material was posted on the Google+ dashboard, and the researcher modeled step-by-step on how to complete the tasks. For example, "Download lesson 1 and read it carefully". The slides guided the learners to discover meaning inductively. To make sure they accomplished this step, the researcher asked the learners to assign a synchronic meeting discussion time. They suggested 8pm-9pm, MWF. When the groups met on-line respectively, the researcher asked questions to see whether they inferred the meaning of the new expressions in the slides. Teacher-learner and peer-peer discussions were held. They shared knowledge with students from different schools, and revealed motivation by liking and commenting on peer/researcher posts.

*In the rehearsing stage,* the learners solved a series of activities following each lesson, and submitted them back to the researcher's email address. The role of the researcher was to scaffold them continuously. So, she reviewed these activities and drew a red line under the mistake, and asked the learners to correct

and re-submit them by themselves. As such, the 3 types of thinking (remember, understand, and apply) along the cognitive process dimensions of Bloom's revised taxonomy were assessed.

*The applying stage.* When all the tasks were completed through modeling and rehearsing, the experimental group was ready for the post-test. It was time to reveal the impact of the intervention.

### 3.2.5 The post-test results

The post-test was administered, by the end of the school year, to evaluate the development of the experimental group post intervention, and the development of the control group following their normal EFL course, in their classrooms.

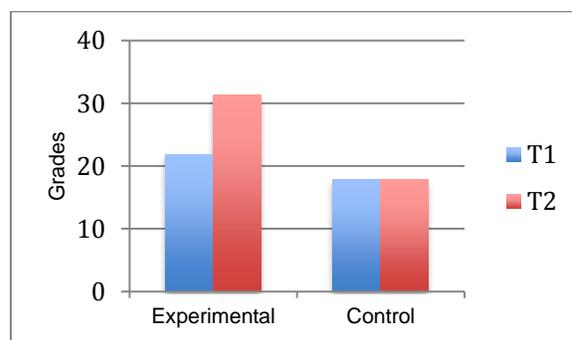


Figure 2. Pre/post test results

Post-test results revealed that the experimental group shifted from 21.89/40 category F to 31.36/40 category C; there was a significant difference ( $p >.000$  was less than  $p < 0.05$ ). Whereas, the control group maintained almost the same score, 17.74/40 category F. There was no significant improvement for the control group.

The results revealed the theoretical significance of the hypotheses that the impact of cognitive linguistics in the

instruction of phrasal verbs to Lebanese EFL high-school learners, through Google +, had a positive impact on their results.

### 3.2.6 Anecdotal notes

Anecdotal notes were taken on the learners' performance on Google+. They were highly motivated to join the Google+ group. They were cooperative and helped their friends master unknown electronic literacy skills required for online activities. They performed all the tasks: downloading the PPT presentations, doing the rehearsing activities, answering all the questions electronically, attaching

and sending them back to the researcher's email. The researcher gave them positive feedback on the dashboard, such as, "very well done, perfectly done, keep the good job on ...". This encouraged them and made some of them ask, "What is the next lesson about?" The syllabus was covered on time. The researcher met the control and the experimental groups for the post-test in their classrooms, and led a discussion with them, in the presence of their English teacher, related to newly learnt expressions. The members of experimental group gave positive comments as "it was fun, easy to comprehend, effortlessly learnt, it was just a click away and a new info was dropped in." The teachers and the class were highly motivated about the issue. On the other hand, the control group felt disappointed about not being part of the other happy group. In a nutshell, instructing through social media really saved time, pace and energy; as well as, it combined affective and cognitive strategies.

#### 4. CONCLUSION

In conclusion, the corpus linguistics analysis of the national EFL instructional material (*Themes /1<sup>st</sup>-sec*) revealed that phrasal verbs occurred in the Leb. 1<sup>st</sup> Sec. EFL Textbook *Themes*, however relevant activities following contemporary cognitive linguistics were not introduced.

The significant results of the post-test following the intervention proved that all the above discussed cognitive linguistics strategies as: conceptual mapping, dual coding, inductive learning, procedural scaffolding, through Google + helped Lebanese EFL learners develop their knowledge in phrasal verbs. Finally, the integration of social media, Google+ platform motivated and instructed EFL learners to share phrasal verbs knowledge, saving time, pace and energy.

Electronic literacy of the learners was a major limitation for the participation in the experimental group. They couldn't get easy access to Gmail required for Google+ Group participation nor facility to Internet connection at home. The number of EFL classroom teachers, who followed linguistic and electronic literacy training was not enough, so the researcher administered the treatment (intervention) only by herself.

The researcher recommends the Ministry of Education to revise the design of EFL teaching syllabi, and include contemporary cognitive theories to enhance the proficiency level of the learners.

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Liza Der Khachadourian is a Lecturer at RHU and ULF universities in Lebanon. She earned her PhD in English Literature and Language, Applied Linguistics (USEK) in 2017; Master's Degree in English Literature and Language (USEK) in 2013; Bachelor of Arts and Teaching Diploma in English Literature and Language (Lebanese University) in 1989; Nursing A. Degree (American University of Beirut) in 1982. Since 1992 she is a Legal & Sworn Translator at the Lebanese courts.

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## APPENDIX A

### Phrasal Verbs Mapped From Themes

Particle	Explanation of the Article	N°	Phrasal in Context	Verb	Pattern	Meaning
Up	Up is the most common adverb particle in phrasal verbs; it describes upwards movement, increasing, improving, supporting, preparing, completing, and damaging.	1	we must <i>face up to</i> the real question (p.21)		v+adv+prep	to accept and deal with a difficult situation
		2	we must <i>beef up</i> regulations (p.65)		v+adv+n	to make sth bigger stronger
		3	people <i>loosen up</i> when they drink (p.70)		v+adv	to become more relaxed
		4	Their questions <i>turned up</i> nothing (p.78)		v+adv	to reveal sth
		5	She <i>doubled up</i> on courses (p.79)		v+adv	to move at twice the usual speed

		6	UN Charter was <i>drawn up</i> after WWII (p.85)	v+n+adv	to draft a document, to prepare a contract
		7	“ We could sell these.” Gina felt herself being <i>swept up</i> (p.122)	v+n+adv	to make sb become very involved in sth so that they cannot think clearly
		8	My parents ... <i>filled in</i> for whoever didn't <i>show up</i> (p.123)	v+adv	to arrive
		9	housing developments <i>cropped up</i> during the war (p.125)	v+n+adv	to appear unexpectedly
		10	You asked me to <i>look up</i> the figures about ... fisheries (p.139)	v+n+adv	to search for an info in a book
		11	being <i>locked up</i> in a looney bin all one's life (p.142)	v+n+adv	to put sb in prison or hospital
		12	My marriage to Mel <i>broke up</i> (p.164)	v+adv	to come to an end
		13	They <i>wind up</i> in a saloon (p.171)	v+adv	to end up in a specified place or situation
		14	<i>Sign up</i> for a tour (p.204)	v+adv	to enroll for sth
		15	Singles are <i>matched up</i> (p.205)	v+adv	to bring sm about to marriage
		16	The ceiling <i>soars up</i> 15 feet (p.220)	v+adv	to rise
		17	<i>Pick up</i> some samples (p.273)	v+adv	to collect

		18	David Baker <i>dreamed up</i> a way to reach the planet (p.273)	v+adv	to invent
		19	life on Mars <i>holed up</i> (p.273)	v+adv	to hide itself
Out	Out is an adverb means a movement from inside to outside to mean leaving, searching, solving, stopping activities.	1	Companies <i>contract out</i> the production ... <i>to</i> the 3 <sup>rd</sup> world (p.28)	v+n+adv+prep	to arrange the work to be done by another company
		2	I <i>cried out</i> with my mother's grief (p.36)	v+adv	to make a loud sound because of pain, surprise, or fear
		3	They <i>went out to</i> dinner (p.55)	v+adv	to leave the house to go to social events
		4	a letter <i>sent out</i> to members...(p.64)	v+n+adv	to send sth to a lot of different people or places
		5	<i>carry out</i> a law suit in a court (p.65)	v+n+adv	to do and complete a task
		6	<i>to carry out</i> the most ordinary daily activities (p.137)	v+n+adv	
		7	cope with the crises <i>growing out of</i> his continuing struggle (p.68)	v+adv+prep+n	to stop suffering from sth
		8	he begins to experience blackouts, he doesn't <i>pass out</i> (p.73)	v+adv	to lose consciousness, faint
		9	a drag ... will <i>mellow you out</i> (p.76)	v+n+adv	to make sb more relaxed
		10	marijuana ... was what she <i>started out with</i> (p.78)	v+adv+prep+n	to have a particular intention when one begins to do sth

		11	and what she <i>ended up with</i> (p.78)	v+adv+prep+n	to reach to a particular situation that one didn't expect
		12	Environmentalists have been <i>pointing out</i> for years ... (p.191)	v+n+adv	to show or designate sth that is being referred to
		13	Skeptics <i>point out</i> that (p. 308)	v+n+adv	
		14	women ... <i>drop out of</i> the service because of pregnancy ... (p.103)	v+adv+prep+n	to stop taking part in an activity
		15	they are <i>tossing out</i> the chicken soup (p.130)	v+adv	to vomit
		16	microorganisms... <i>spewing out</i> of the vents (p.273)	v+adv	to expel large quantities of sth rapidly and forcibly
Off	Off is an adv and prep used with verbs of movement to indicate moving away from a place run off, hurry off, the most common uses are departing, starting, ending, rejecting.	1	People were <i>thrown off</i> their land (p.23)	v+adv	to order sb to leave a place
		2	Many factories ... <i>lay off</i> [workers] to save money (p.30)	v+n+adv	to dismiss workers
		3	Bill was <i>laid off</i> (p.122)		
		4	this cleared debt was not <i>written off</i> (p.32)	v+n+adv	to cancel a debt
		5	All are <i>sold off</i> to slavery (p.36)	v+n+adv	to sell unwanted things cheaply
		6	after the drug <i>wears off</i> ... (p.62)	v+n+adv	to diminish, disappear gradually
		7	At first Heather <i>held off</i> (p.76)	v+adv	to stop sb from harming sth

		8	the edge has <i>come off</i> baby-boomers (p.130)	v+adv	to become detached
		9	he <i>got off</i> the plane (p.121)	v+adv	to leave a place, bus, train
		10	He <i>knocked off</i> her bicycle ... (p.140)	v+n+adv	to make sb fall off sth by hitting
		11	Wright ... <i>ran off with</i> a client's wife (p.218)	v+prep+prep	to escape
		12	<i>Top off</i> the tanks of rovers (p.273)	v+prep	to refill
		13	the mother ship would <i>blast off</i> (p.273)	v+prep	to take off (of a rocket or spacecraft) from a launching site
Into	Into is a preposition indicating movement from outside to inside, its combinations mean entering, transforming, persuading.	1	banning child labor ... is being <i>put into</i> action (p.41)	v+n+prep	to put into effect, carry out
		2	When you lace up a pair of shoes, you are <i>buying into</i> an image (p.28)	v+prep	to believe in, wholeheartedly
		3	just because we have the policies doesn't mean everyone has <i>bought into</i> them (p.133)	v+prep	
		4	He <i>was heavily into</i> ... cocaine (p.78)	v+prep	to have interest in sth
		5	he grows up ...and <i>edges into</i> a career of crime (p.168)	v+ prep+n	to move into sth gradually
		6	We are <i>crammed into</i> a small space (p.201)	v+prep	to enter a place that seems too small to accommodate a number of people

In	In as an adv and preposition means being contained inside something or movement from outside to inside opposite of out	1	bring in big money (p.65)	v+adv	to earn large amount of money
On	<b>On</b> is an adv and prep Used to mean continuity, start, hold, dress	1	He must <i>keep on</i> drinking to avoid ... severe symptoms (p.67)	v+adv+v-ing	to continue doing what one was doing
		2	he <i>cut back on</i> his famed Friday parties (p.129)	v+adv	to reduce sth or keep sth under control
		3	operators say, they are <i>put on</i> warning ... (p.133)	v+n+adv+n	to make sb follow a particular instruction
		4	He is <i>putting on</i> weight (p.140)	v+n+adv	to grow heavier
		5	Don't fuss (complain) dear, <i>get on with it</i> (p.164)	v+adv+prep	to start an activity or continue it after an interruption
		6	It's time for women <i>to buckle on the armor</i> (p. 88)	v+adv	to set to work energetically, after a stagnant period
		7	Zubrin <i>seized on</i> the fact that ... (p.273)	v+adv	to make use of sth
With	<b>With</b> is a prep used to convey the idea that sm taking action getting involved in sth describe relationships.	1	the combined efforts ... will develop the knowledge necessary to deal with this problem (p.68)	v+prep	to solve a problem
		2	Man often used alcohol to help him <i>cope with</i> a problem (p.68)	v+prep+n	to deal effectively with sth difficult as anger, grief, loss
Away	<b>Away</b> is used as an adv indicating a movement to a different place as: run away, drive	1	Global sway of English cannot be <i>wished away</i> (p.45)	v+n+adv	try to get rid of sth by wishing it didn't exist

	away, fade away.	2	black coffee will <i>do away</i> with intoxication (p.71)	v+adv+prep	to get rid of sth
		3	“Don’t you ever want to get away?”... (p.142)	v+n+adv	to have a short holiday to relax
		4	<i>Keep</i> the situation [away] from snowballing (p.171)	v+prep	to avoid
To	To is a prep used with verbs of movement to express the idea of direction. It shows the relationship between the verb and the person or sth affected by it.	1	he may <i>take to</i> drinking (p.68)	v+prep	to start liking sth
		2	some <i>turn to</i> alcohol occasionally (p.68)	v+prep+n	resort to, seek help from, start to do sth
		3	The city <i>turned to</i> ...the rivers for their water supply (p.184)	v+prep+n	
		4	Mothers are <i>ground to</i> powder between the upper and nether (lower) millstone of tyranny (p.88)	v+prep	to wear someone down with continuous harsh or oppressive treatment
		5	It <i>turns me to</i> mush to see a 4-year-old holding a glass ... (p.112)	v+prep	to turn the attention or thoughts to a new subject, to become sentimental
		6	certain work doesn’t <i>lend itself to</i> flexible hours (p.133)	v+pron+prep	to be suitable for sth (negatively)
About	<b>About</b> is an adv and a prep it shows a connection between the verb and its object as, hang about, mess about, throw about.	1	She <i>moved about</i> the ordinary routine of her home (p.143)	v+adv+n	to move from one place to another

Through	<b>Through</b> is an adv and a prep, it means passing from 1 side to the other or going from the beginning to the end of sth and finishing it, difficult, (e.g. live through, see through, come through, look through, think through, read through).	1	the thought of <i>getting through</i> the day provokes anxiety (p.136)	v+adv	to succeed
By	<b>By</b> is an adv it means to go past, on, along.	1	Accidents in Russia are hard to <i>come by</i> (p. 202)	v+prep	manage to find something by chance
Ahead	<b>Ahead</b> as adv Means to forward further in space/time	1	He said " <i>Go ahead</i> " ... (p.121)	v+adv	to give permission to proceed with something

**Appendix B**

**Phrasal verbs activities**

Phrasal verbs: activity 1

Write **only one** correct meaning of the bolded phrasal verbs in the space below, and explain why the answer you choose is most correct.

1) We must **beef up** regulations and controls (Themes, p. 65).

- a- complain
- b- set up
- c- strengthen
- d- disregard

-----

2) The girls *hit the road* for weekend ... They **wind up** in a saloon (Themes, p.171).

- a- cool down
- b- drink refreshments
- c- reach
- d- did their hair

-----

3) UN Charter was **drawn up** after WWII (Themes, p.85)

- a- appealed
- b- was written

- c- was not written
  - d- was approved
- 

- 4) Bill glanced at the drawings and said, “you know honey, we could sell these.” Gina felt herself **swept up** (Themes, p.122).
- a- felt herself suddenly involved
  - b- felt herself clean
  - c- felt herself rich
  - d- felt herself poor
- 

- 5) She had been dating a handsome and a popular guy who **was also heavily into** marijuana and cocaine (Themes, p.78).
- a- was highly interested in
  - b- was popular
  - c- was obese
  - d- hated drugs
- 

Phrasal verbs: activity 2

What is the meaning of the bolded phrasal verbs in the sentences below? Write the number that matches the meaning in the box.

<b>a.Relax</b>	<b>b.write</b>	<b>c.strengthen</b>	<b>d.involved</b>	<b>e.end up</b>
----------------	----------------	---------------------	-------------------	-----------------

a	b	c	d	e

- 1.To **beef** the music **up** the band played more on the drums.
- 2.At Tiffany’s birthday we danced until midnight but didn't expect to **wind up** by having 10 pizzas.
- 3.When I go to the beach and lie out in the Sun, I really **Loosen up**.
- 4.Our lawyer will **draw up** a contract for our new apartment.
- 5.Our class was **swept up** in excitement when the teacher announced having a picnic the second day.

Phrasal verbs: activity 3

Read the paragraph and answer the questions.

Beef It Up

A revolutionary Atlanta based dance has been popular by the music group, Charlie Boy Gang. Like the 'Twist', this dance is done in crowds. Each person can **beef up** individually in separate directions as long as the beat is kept. It’s almost like a two-step. One foot slightly comes off the ground after the other while swaying side-to-side on the upbeat. Sometimes the knees are bent while swaying to add an indirect bounce. Participants have liberty to do almost anything with the arms as long as the movement is fluent. They are **swept up** joyfully. The dance looks more authentic when simulating manual labor such as mowing a lawn, digging with a shovel, or bringing both knuckles close together slightly below the chest in a rotational motion. Advanced participants **wind up** by a brisk stomp on the downbeat. The trick to this dance is to **loosen up**. Try not to think about it. Remember you're dancing between

the beat. It will naturally come to you if you get the feet movements down first. (Adapted from: <http://www.urbandictionary.com/define.php?term=Beef+It+Up&defid=5788158>)

1- When you beef up a performance such as dancing, do you become stronger or weaker?  
-----

2- Are the dancers fully involved and happy while dancing, why?  
-----

3- What do advanced dancers end up doing?  
-----

4- What is the trick to this dance, to be stressed or relaxed?  
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Phrasal verbs: activity 4

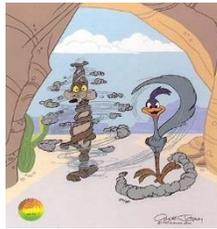
Which phrasal verbs do these pictures make you think of?

Write them in the below space.

1



2



4



5



6



1-----

2-----

3-----

4-----

5-----