

An Empirical Classroom-Based Study of English Phrasal Verbs

Chikako Takahashi¹, Akemi Matsuya²

¹Tokyo Junshin Women's College (JAPAN)

²Takachiho University (JAPAN)

cmori@t-junshin.ac.jp, a-matsuya@takachiho.ac.jp

| 1

1 AIMS OF THIS STUDY

The aim of this study is to prove the effectiveness of teaching English phrasal verbs from the cognitive linguistics perspective. Although English phrasal verbs are attracting interest in the field of Cognitive Linguistics, empirical studies in the classroom setting are very few (see Lindner 1983 and Rydzka-Ostyn 2003). Through the use of moving pictures and sound stimulus in the classroom setting, we will show that the images of frequently used verbs, which include 'go,' 'come,' 'take,' 'bring,' 'put,' and 'break,' and particles 'in' and 'out', motivate Japanese university students to acquire English phrasal verbs directly without their L1, Japanese. The details of our model lessons and the statistical results are as follows:

2 METHODOLOGIES

2.1 Experimental Design

Period of Experiments: April - July 2012

Participants: 24 university students (experimental group), 23 university students (control group)

Procedures:

Experimental group	Control group
TOEIC Part 5 Style Proficiency Check test (full scores: 40 points)	
Pre-test (full scores: 30 points) phrasal verbs recognition test	
(1) model lessons with moving picture ('in' and 'out', 'go/come' with 'in/out', 'bring/take' with 'in/out', 'put/break' with 'in' and 'out')	(1) model lessons with reading materials ('in' and 'out', 'go/come' with 'in/out', 'bring/take' with 'in/out', 'put/break' with 'in' and 'out')
(2) homework after each lesson	(2) homework after each lesson
Post-test (full scores: 30 points) phrasal verbs recognition test	

2.2 Results

<Table 1. Mean scores of each test and the difference>

	TOEIC test	pre-test	post-test	post-pre test
Control Group	21.48	6.826	8.261	1.435
Experimental Group	23.54	8.375	12.167	3.792

<Table 2. Score comparison based on the proficiency levels>

	TOEIC scores			Mean scores of post-test minus pre-test
	Proficiency	number	Mean score	
Control Group	Basic-level	9	17.667	1.889
	Intermediate	11	21.455	1.000
	Advanced	3	33.000	1.667
Experimental Group	Basic-level	6	15.667	4.833
	Intermediate	15	24.933	3.067
	Advanced	3	32.333	5.333

| 2

2.3 Error Analysis on Homework

- Confusion between stative and active verbs
e.g. She is in despair because of her father's death.
→ translated as 'get in despair.'
e.g. The light in John's bedroom goes out at 10 p.m.
→ translated as 'extinguish.'
- Interpretation only with the images of verbs of the targeted phrasal verbs
e.g. The new book came out last Monday.
→ translated as 'arrive.'
e.g. The government has brought in a law to increase tax.
→ translated as 'enact.'
- Interpretation only with the images of particles of the targeted phrasal verbs
e.g. The war broke out.
→ translated as 'terminated.'
e.g. This class takes in both Eastern and Western histories.
→ translated as 'contains.'
- Misunderstanding with other phrasal verbs
e.g. The school put in a new internet system last year.
→ misunderstood as 'put on (= add).'
- e.g. I hope our great service will bring in a lot of customers.
→ misunderstood as 'bring out (= create).'

3 DISCUSSION

Overall, students' scores under the experimental condition were better than the control group peers. The difference was proved to be statistically significant. This may mean that visual and audio aids can effectively facilitate learners' retention. Paivio(1986) proposes the 'dual-coding theory.' Namely, upon listening to a word, the two-memory system, verbal and visual, emerges automatically. Therefore, visualization accelerates the retention of the word. Second, we compared the test results correlating with the students' English levels. First, the audio-visual aids seem to fascinate the less proficient learners and motivate them to learn English through the images of each particle, verb, and phrasal verb. On the other hand, the advanced learners showed a great interest in analysing various senses of each phrasal verb from its core meaning.

4 CONCLUSION

We have shown that moving pictures and sound stimulus which represent both the core and extended meanings of each particle, verb, and phrasal verb will be effective in teaching English phrasal verbs to Japanese college students. Especially, both the novice and the advanced learners benefit this device for different reasons: Our audio-visual aids attracted the basic-level students because of their clear and interesting images; while the advanced learners fascinated with the metaphorical extensions of each meaning. We believe that the methodology we advocate is also beneficial in terms of L1 transfer issues. Since we limited our use of L1, Japanese, in our experiment, the students in the both group | 3 learned several English phrasal verbs directly in English without the interference of their L1.

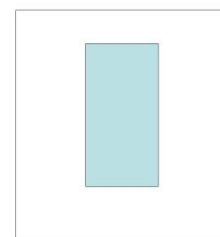
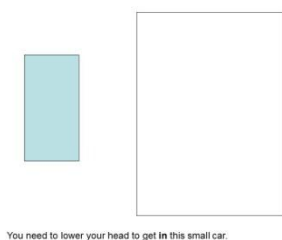
NOTES

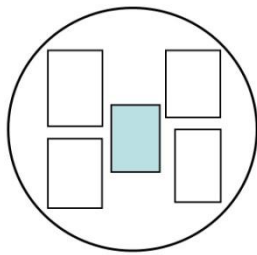
1. This study is supported by JSPS (Grant No. C23520713). The primary investigator is Chikako Takahashi.
2. Before this experiment, we conducted a pilot study: we asked 13 English learners of various English competences to answer the pre-test and the post-test. Based on this result, we modified these two tests.
3. All sentences in our teaching materials went through grammatical judgement tests by native English speakers.

APPENDICES

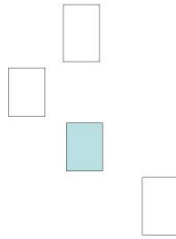
1. Video (In & Out)

Image 'In'

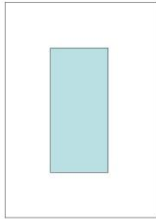




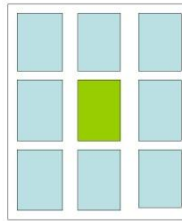
He majored **in** literature at Harvard and studied Shakespeare.



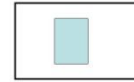
My mother always cuts **in** when we are talking.



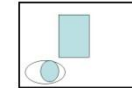
I am supposed to go **out** with my mother this afternoon.



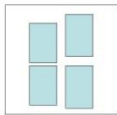
I found **out** some defects of this new-brand car.



The sun came **out**.



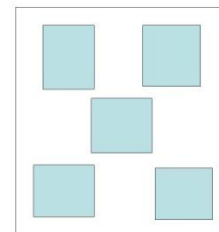
The fire went **out**.



Cherry blossoms are coming **out** now.



The search light gave **out** a clear and sharp beam.



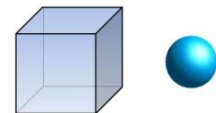
Her beauty stands **out** in her class.

2. Video (Go & Come)

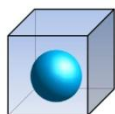
GO INのイメージ



OUT のイメージ



IN のイメージ



GO のイメージ



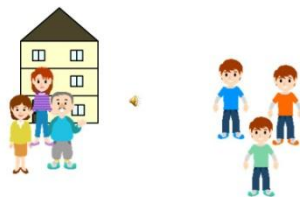
Let's go in and have some coffee.



GO OUTのイメージ



My parents wouldn't let me go out with boys.



COME のイメージ



| 5

COME IN のイメージ



What came in first in the Tokyo Marathon?



COME OUT のイメージ

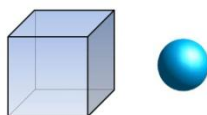


It stopped raining and the sun came out.

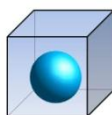


3. Video (Take & Bring)

OUT のイメージ



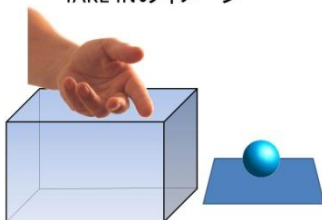
IN のイメージ



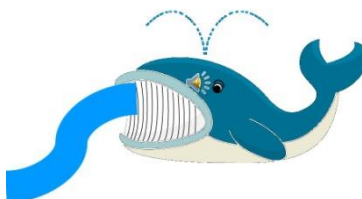
TAKE のイメージ



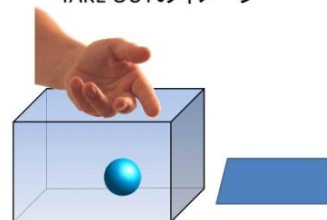
TAKE IN のイメージ



Whale takes in the water through the mouth.



TAKE OUT のイメージ



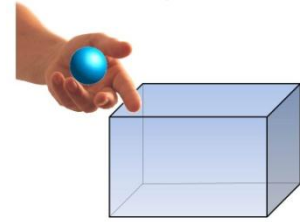
Emma opened her bag and took out her cell phone.



BRING のイメージ

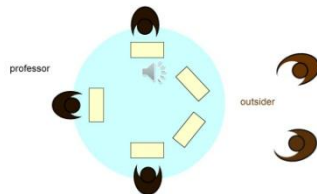


BRING IN のイメージ

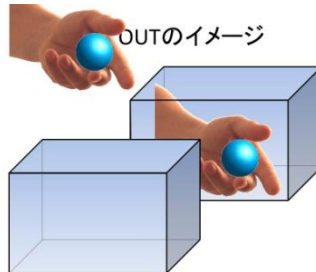


| 6

We need to bring in an outsider to evaluate the thesis fairly.

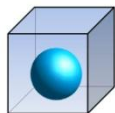


OUT のイメージ

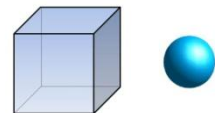


4. Video (Put & Break)

IN のイメージ



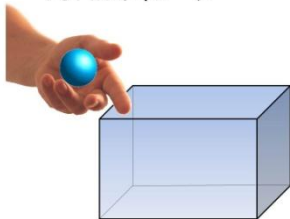
OUT のイメージ



PUT のイメージ



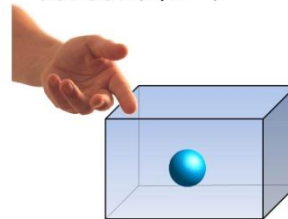
PUT INのイメージ



All of the students should put in many hours studying for the next exam.



PUT OUTのイメージ



| 7

Little Jane put out the fire successfully before the firefighters arrived.



BREAKのイメージ



BREAK INのイメージ



The thief broke in through the window.



BREAK OUTのイメージ



A fire broke out on the third floor.



5. Homework

HOMEWORK 1 (English Phrasal Verbs)

授業中の 'In' と 'Out' についての説明とイメージをもとに、辞書に頼らず、次の英文の意味を考えなさい。

1. She is in despair because of her father's death.
彼女は父親の死のため _____。
2. He was dressed in black.
彼は _____。
3. The secret was out.
その秘密は _____。
4. Our supply of food will be out soon.
我々の食糧の供給は _____。
5. I called my mother but she was out.
私は母に電話をかけたが、母は _____。
6. They danced in a circle.
彼らは _____。

HOMEWORK 2 (English Phrasal Verbs)

授業中の 'come in' 'come out' 'go in' 'go out' についての説明とイメージをもとに、辞書に頼らず、次の英文の意味を考えなさい。

1. John came in with many qualifications, so he is now the sales manager.
ジョンは多くの資質を _____ ので、今や営業課長だ。
2. According to the TV news, another financial problem is going to come in five years.
テレビのニュースによると、別の財政問題が5年後に _____。
3. He will go in and start his research project at the beginning of next month.
彼は来月上旬に研究プロジェクト _____。
4. When Peggy's husband talks to her about money, she lets his words go in one ear and out the other.
ペギーの夫がお金について話している時、彼女は彼の言葉を _____。
5. My computer suddenly went out and I lost all of my work.
コンピューターが突然 _____ してやった仕事がすべて無駄になった。
6. The light in John's bedroom goes out at 10 p.m.
ジョンの寝室の明かりは、十時に _____。
7. My new book came out last Monday.
私の新しい本は先週の月曜日に _____。
8. This black stain will come out with bleach.
この黒いシミは漂白剤で、 _____ だろう。

HOMEWORK 3 (English Phrasal Verbs)

授業中の 'bring in' 'bring out' 'take in' 'take out' についての説明とイメージをもとに、辞書に頼らず、次の英文の意味を考えなさい。

1. I hope our great service will bring in a lot of customers.
私たちの素晴らしいサービスは、多くのお客様を _____ でしょう。
2. The government has brought in a law to increase tax.
政府は、増税のための法律を _____ した。
3. The company will bring out a new product next year.
その会社は来年、新製品を _____ でしょう。
4. Seiji Ozawa brings out the essence of music in his performance.
小澤征二は、演奏の中に音楽の本質を _____ 。
5. This class takes in both Eastern and Western histories.
この授業では、東洋史と西洋史の両方を _____ 。
6. This drama is too difficult. I can't take in the story.
このドラマは難しすぎる。私には、ストーリーが _____ 。
7. The dentist took out two teeth from the patient.
その歯医者さんは、患者の歯を2本、 _____ 。
8. Ken wants to buy a house. He's planning to take out a housing loan.
ケン家は買ったがっている。住宅ローンを _____ 計画している。

HOMEWORK 4 (English Phrasal Verbs)

授業中の 'break in' 'break out' 'put in' 'put out' についての説明とイメージをもとに、辞書に頼らず、次の英文の意味を考えなさい。

1. She puts in 20 hours a week on her hobby.
彼女は、週に20時間を趣味に _____ 。
2. The school put in a new Internet system last year.
その学校は昨年、新しいインターネット制度を _____ した。
3. The city put out a storm warning last night.
市は昨夜、暴風警報を _____ した。
4. The young musician put out her first album.
若い音楽家は、最初のアルバムを _____ した。
5. It takes some time to break in a new car.
新車に _____ には、少し時間がかかる。
6. It is hard to break in when they are talking to each other.
あの人たちが話している時に _____ は、難しい。
7. A scream broke out from the next room.
隣の部屋から叫び声が _____ 。
8. The war broke out in 1785.
戦争は1785年に _____ した。

| 8

REFERENCES

Boers F. and Lindstromberg, S. (2006) Cognitive Linguistic Applications in Second or Foreign Language Instruction: Rationale, Proposals, and Evaluation, *Cognitive Linguistics* PP.305-353.

Berlin& New York: Mouton de Gruyter.

Condon, N. (2008). Cognitive Linguistic Approaches to Teaching Vocabulary and Phraseology. Berlin& New York: Mouton de Gruyter.

Dirven, R. (2001). English phrasal verbs: theory and didactic application, In Eds. Martin Putz, et.al., *Language Pedagogy (Cognitive Linguistics Research vol.19: Applied Cognitive Linguistics, pp.5-27*. Berlin& New York: Mouton de Gruyter.

Kurtyka, A. (2001). Teaching English phrasal verbs: a cognitive approach, *Cognitive Linguistics Research 19.2: Applied Cognitive Linguistics II: Language Pedagogy*, pp.29-50. Berlin& New York: Mouton de Gruyter.

Lindner, J. S.(1983). *A Lexico-Semantic Analysis of English Verb Particle Constructions With OUT and UP* Indiana: Indiana University Linguistics Club.

Paivio, A. (1986). *Mental representation; Dual-coding hypothesis*, New York & Oxford; Oxford University Press.

Rudzka-Ostyn, B. (2003). *Word Power: Phrasal Verbs and Compounds A Cognitive Approach*. Berlin& New York: Mouton de Gruyter

Tyler, A. and Evans, V. (2003) *The Semantics of English Prepositions*, Cambridge, New York, Cambridge University Press.