

The Effect of Conceptual Metaphors on Turkish EFL Learners' Comprehension and Production of Phrasal Verbs

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Abstract

Comprehending and using phrasal verbs properly in the foreign language acquisition process is a heavy work for L2 learners. Language learners may be unfamiliar with these multi-word verbs and lack the necessary knowledge and skills to cope with them. The intent of this current study was to find out whether awareness-raising about phrasal verbs through cognitive linguistic approach assist Turkish EFL learners in their learning of phrasal verbs and to what extent awareness-raising is helpful. 63 first year ELT Department students studying at a public university took part in the research. Findings of the study demonstrated that the participants who learned phrasal verbs by recognizing the functions of orientational metaphors did not necessarily perform significantly better than those who learned them through their Turkish equivalents with example sentences. Though the participants in the experimental group performed slightly better than the ones in the control group on the second completion task, this difference was found to be statistically non-significant. Results of the study, however, implied that dividing phrasal verbs into different groups according to their underlying orientational properties may be effective in the teaching of phrasal verbs so that the learners can understand the functions of satellites by using metaphorical thought.

1. Introduction

Vocabulary acquisition in a foreign language has been of great interest to foreign language instructors and researchers. Comprehending and using new words properly in the foreign language acquisition process is already a heavy work for L2 learners in general, and it can be concluded from the findings of previous studies that it gets even harder for learners when it comes to phrasal verbs (Khatib & Ghannadi, 2011, Kayael, 2007; Liao & Fukuya, 2004). Phrasal verbs are structures that consist of a basic verb and a morphologically invariable particle that function as a single unit in both lexical and syntactic terms (Quirk, 1985; Darwin & Gray, 1999). As mentioned above, they are one of the most challenging structures of English for both EFL and ESL learners. Even students at advanced levels show a poor comprehension and command of phrasal verbs (Yasuda, 2010). There are some reasons behind this. The first reason is that there are many phrasal verbs in English and their combinations are most often arbitrary (Side, 1990). Secondly, they have different meanings which further create confusion in learners' mind (Sjoholm, 1995; Morales, 2000). Finally, the phrasal verb structure is a characteristic of Germanic languages (Dagut & Laufer, 1985; Darwin & Gray, 1999) and, English is a member of Germanic language family. Therefore, learners whose mother tongue does not belong to this language family may be unfamiliar with these multi-word verbs and lack the necessary knowledge and skills to cope with them (Neagu, 2007; Khatib & Ghannadi, 2011). Phrasal verbs are lexicalized in different ways in different languages. For instance, the path trajectory (which refers to movement into, out, etc.) is encoded by a satellite to the main verb in English; whereas it is encoded by the verb itself in Turkish (Özçalışkan, 2003; Cadierno, 2008). The term "*satellite*" refers to particles such as "*into, out down*" that are added to the main verb. This typological difference between English (satellite-framed language) and Turkish (verb-framed language) might be one of the reasons for Turkish EFL learners' difficulties in comprehending and using phrasal verbs.

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These difficulties may also be attributed to learners' lack of awareness of the meaning of particles. As a result of this lack of awareness, EFL learners perceive phrasal verbs as purely idiomatic, arbitrary and inseparable constructions. This perception is reflected in even advanced level students' tendency to avoid using phrasal verbs and preference of single-word verbs instead (Yasuda, 2010). In order to facilitate the comprehension and production of phrasal verb constructions, systematic presentation of these items help learners in acquiring phrasal verbs by creating a cognitive image schema in their mind. This kind of presentation adopts the cognitive linguistic view that takes into account the contribution of individual parts to the meaning of the whole (Morgan, 1997). This view assumes that the mental visualization of metaphors such as phrasal verbs help learners in processing metaphorical extensions and expanding literal meaning to metaphorical meaning without memorization (Kurtyka, 2001). Previous studies adopting the cognitive linguistic view approach have indicated that the visualization of phrasal verbs involves learners in deeper cognitive processing which facilitates the retention of items in memory (Kovecses & Szabo, 1996; Boers, 2000, 2004; Littlemore & Low, 2006; Neagu, 2007; Yasuda, 2010). Although these studies all offer some insight into the effect of awareness-raising on the learning of phrasal verbs, empirical studies with participants from different L1 backgrounds in different settings are still needed in order to follow up the findings of previous studies. Hence, the intent of this current study is to find out whether awareness-raising about phrasal verbs through cognitive linguistic approach assist Turkish EFL learners in their learning of phrasal verbs and to what extent awareness-raising is helpful.

2. Literature Review

The field of linguistics and second language acquisition has conventionally adopted the view that the figurative meanings of idiomatic expressions such as phrasal verbs cannot be analyzed through dividing them into individual units. This common traditional point of view assumes that idiomatic expressions are inseparable and therefore should be learned as non-compositional units (Gibbs, 1990, 1991; Nippold, 1998). Boers (2004) maintains that the figurative meanings of these expressions are arbitrary, and for this reason, there is no point in trying to understand why certain idiomatic expressions or phrases have any particular meaning. Since the early 1980s, cognitive linguists have begun to question the traditional views and beliefs about idiomatic expressions (Yasuda, 2010), because recent research studies conducted in the field of cognitive linguistics have revealed that the individual words in many of the idiomatic expressions help learners to make overall interpretations of these phrases (Gibbs & O'Brien, 1990; Morgan, 1997; Neagu, 2007; Crutchley, 2007). In other words, these studies indicated that learners can make correct interpretations if they recognize the basic relationships between the individual units that make up the whole. Empirical studies in both L1 and L2 settings have been conducted on the structures of idiomatic phrases in terms of their analyzability and compositionality. Studies conducted in L1 settings have focused on younger children's learning and interpretation of previously unknown idiomatic phrases and expressions. Findings of these studies indicated that young children make use of contextual information when interpreting the meaning of these previously unknown expressions. However, as children become adults, they tend to interpret the meaning of idiomatic phrases by taking into account the semantic relations between the individual units that make up the whole expression (Leverato & Cacciari, 1999; Crutchley, 2007). Studies conducted in L2 settings, on the other hand, have investigated the teaching and learning of idiomatic expressions through the cognitive linguistic approach as opposed to rote learning and memorization caused by the traditional view. These studies can be grouped under five categories in terms of their focus of the phenomenon.

The first group of studies investigated the effect of the type and manner of instruction on raising awareness about the learning and retention of metaphors and idiomatic expressions (Boers, 2000; Yasuda, 2010). Findings of these studies identified that raising awareness about idiomatic expressions help learners recognize the associated inference patterns of these phrases and thus facilitate their comprehension and retention. The second group focused on the types of strategies that L2 learners use in their comprehension of idiomatic phrases (Cooper, 1999). It was found that L2 learners mostly adopt a trial-and-error approach when guessing the meaning of unfamiliar expressions from their contexts and that they use the literal meaning of individual words when interpreting L2 idiomatic expressions. In this vein, it can be said that L2 learners' processing of unfamiliar expressions in a foreign language differs from the L1 acquisition process. As previously mentioned above, studies conducted in L1 settings showed that when a child learns his/her native language, s/he learns the idiomatic expressions as a whole and does not analyze them as individual words in his/her mind. However, when it comes to L2 acquisition, this is usually not the case.

The third group examined the effect of the factors such as proficiency level, cognitive style, and frequency of exposure on learners' comprehension and production of idiomatic expressions. They found that proficiency level is not a major factor in the interpretation of idiomatic expressions and the learners' difficulties may be related to the salience of the idiomatic expressions and frequency of exposure (Johnson & Rosano, 1993; Cooper, 1999). Studies under the fourth group aimed to discover the influence of L1 on learners' comprehension and production of L2 idiomatic phrases (Deignan, Gabrys & Solska, 1997; Littlemore, 2001, 2003; Kovecses, 2003). Findings of these studies revealed that L2 learners interpret the idiomatic expressions through the schemata already shaped by their L1 (Littlemore, 2003). Therefore, they experience difficulties in their comprehension and interpretation of L2 idiomatic expressions that have no translation equivalents in their L1 (Deignan, Gabrys & Solska, 1997). Finally, as for the fifth group of studies, the relationship between metaphorical competence and communicative language ability was investigated by Littlemore & Low (2006). Based on their findings, Littlemore & Low (2006) maintained that metaphorical competence involves all aspects of communicative competence and it also covers grammatical, textual, illocutionary and sociolinguistic competencies altogether, and for this reason, effective teaching of metaphors needs to be an indispensable concern of L2 instructors. From the above-stated previous research studies conducted in line with the cognitive linguistic approach, this current study is similar to Yasuda (2010), Boers (2000) and Kovecses & Szabo (1996). These three studies investigated into learners' comprehension of idiomatic expressions, namely phrasal verbs. To start with these studies, Boers (2000) conducted an experimental research with university students whose L1 was French. Participants were divided into control and experimental groups. They were then asked to fill in the blanks with the appropriate phrasal verbs in a reading passage designed in the form of a cloze test. Participants in the control group were provided with explanatory instructions on phrasal verbs which were listed in alphabetical order in a dictionary. The experimental group, on the other hand, received the same instructional treatment plus extra information on orientational metaphors of adverbial particles such as *break down*, *turn out*, *set up*, etc. Results of the study indicated that the participants in the experimental group outperformed the ones in the control group with more number of correct answers on the fill in the blanks cloze test. This shows that raising awareness on metaphorical expressions through an analysis of the orientational metaphors of the individual particles help learners process phrasal verbs more effectively rather than by rote learning and blind memorization.

Likewise, in Kovecses and Szabo's (1996) study, university students whose L1 was Hungarian were asked to fill in the missing adverbial particles of individual sentences. Students were divided into control and experimental groups, as in Boers's (2000) study. Students in the control group memorized 10 phrasal verbs. The ones in the experimental group were provided with explanations about phrasal verbs which were grouped according to the orientational metaphors, such as the particle "*up*" indicates *completion* as in "*give up*", it can also indicate the meaning of *happy* as in "*cheer up*". Results of the study revealed that the students in the experimental group surpassed the ones in the control group with their better performance on the fill in the blanks task. In a similar vein, the most recent study on learning phrasal verbs through conceptual metaphors was undertaken by Yasuda (2010). The study investigated whether raising awareness of orientational metaphors of particles help Japanese EFL learners' acquisition of phrasal verbs. Students in the control group were taught a set of phrasal verbs with the help of a checklist providing them with the Turkish equivalents of these verbs (traditional instruction), whereas the ones in the experimental group were taught the same set of phrasal verbs through a cognitive linguistic approach. Both groups were then asked to fill in the missing adverbial particles of the phrasal verbs. Results of the study demonstrated that the students in the experimental group performed better than the ones in the control group. In line with this result, Yasuda (2010) concluded that learners who are aware of conceptual metaphorical properties of phrasal verbs are more successful in producing an appropriate adverbial particle. The results of Yasuda's (2010) study imply that explicit teaching of orientational metaphors may help learners in their comprehension and production of appropriate phrasal verbs.

3. Methodology

3.1. Research Questions

As mentioned previously in detail, theories and practices about idiomatic expressions in L2 all provide some insights into the ways that shape learning and teaching styles. However, phrasal verbs need to be particularly explored since they constitute difficulties for L2 learners (Yasuda, 2010). As it is already a widely-known fact that phrasal verbs are challenging for language learners, empirical studies with regard to the most effective learning and teaching of phrasal verbs need to be conducted with participants in different L1 settings. The purpose of this study is, therefore, to investigate whether awareness raising of orientational metaphors in phrasal verbs through cognitive linguistic approach assist Turkish students to recognize and produce phrasal verbs effectively.

Since the positive effect of metaphor awareness on learning and retention of phrasal verbs by L2 learners has been identified by Kovecses & Szabo (1996), Boers (2000) and Yasuda (2010), another aim of this study is to compare the findings of these studies with students in a Turkish EFL setting.

In this regard, the current study aimed to answer the following particular research question:

1. Does the cognitive linguistic approach of teaching orientational metaphors have a positive effect on students' comprehension and production of appropriate phrasal verbs compared to the traditional approach?

3.2. Participants

Convenience sampling was used in the selection of the participants. In other words, they were selected because of their convenient accessibility. 63 first year ELT Department students studying at a public university took part in the research. (age range: 18-23). They were considered to have similar English proficiency levels as all of them passed the preparatory class through a standardized English proficiency test before starting their freshman year.

3.3. Research Design

Phrasal verbs with the particles "*up, down, into, out, off*" were selected for the purpose of the experiment. Lakoff and Johnson (1980) maintain that these particles are the examples of orientational metaphors. For instance, the particle "*up*" may mean more visible and accessible as in "*show up*", or it may refer to completion of something as in "*dry up*". Another particle "*down*" means lowering or decreasing as in "*calm down*"; it may also mean defeating or suppressing as in "*turn down*". As for the particle "*into*", it may refer to a change as in "*turn into*" or to meeting somebody accidentally as in "*run into*". The particle "*out*" may refer to removing or excluding as in "*leave out*" or to searching and finding of something as in "*figure out*". Lastly, the particle "*off*" may mean stopping or cancelling as in "*call off*", or it may also mean prevention or protection as in "*keep off*". Participants were divided into two groups: control group (n= 33) and experimental group (n= 30). Both groups were similar in terms of their English proficiency levels. Students in the control group were presented with a set of phrasal verbs through a checklist including the Turkish translation of each phrasal verb (Appendix B). This presentation was named "*traditional instruction*" within the scope of this research. Then, they were provided with example sentences and instructed to memorize the phrasal verbs in the checklist. Students in the experimental group, on the other hand, were presented with the same set of phrasal verbs based on the cognitive approach. Rather than a simple translation method, this presentation (instruction) aimed to reactivate students' familiarity with these phrasal verbs by making them aware of the particles that include the orientational metaphors. Then, they were provided with a checklist including the phrasal verbs that are categorized under the headings of orientational metaphors (Appendix C). Students were told to pay attention to these metaphors when studying the checklist. They were also provided with example sentences as it was the case with the participants in the control group.

After the instruction and the presentation of checklists to both groups, students were engaged in two completion tasks (15 items in each) that asked them to fill in the missing particles of unfamiliar phrasal verbs in each sentence. Sentences in these tasks were adopted from Yasuda (2010). The first completion task consisted of the phrasal verbs that were taught to both groups in the instruction phase. The second completion task, on the other hand, consisted of completely different (unfamiliar) phrasal verbs. The reason for selecting unfamiliar phrasal verbs in the completion task was to observe- following the treatment- whether, and to what extent students in both treatment groups could use metaphorical clues such as the particles like "*into, out, off, down*" when they encountered another set of unknown phrasal verbs. If the cognitive approach of enhancing metaphorical awareness was effective, students in the experimental group were hypothesized to perform better than the ones in the control group when they encountered unknown phrasal verbs. The design of the current study was similar to Yasuda (2010). The checklists developed by her were used with minor changes in the presentation (instruction) phase of the experiment. Yasuda (2010) did not give a pre test before the second completion task and maintained that giving a pre test may result in a facilitating effect. Since the prior knowledge of phrasal verbs was not tested before the completion task, it is not clear whether the findings obtained in Yasuda (2010) were due to the prior knowledge of participants or the success of the cognitive method.

This study differs from Yasuda (2010) in that it used a pre test (Appendix A) designed as a matching exercise to ensure that the participants previously did not know the selected phrasal verbs to be used in the second completion task. According to the results of this pre-test, only the students who did not know any of the phrasal verbs in the second completion task were selected to be the participants for the study.

3.4.Data Scoring Procedure

There were 15 questions in each of the completion tests (Appendices D-E). Students were given 1 point for each correct answer and 0 for each of their wrong answer. Minor spelling mistakes were not counted as wrong.

3.5. Data Analysis and Statistical Procedures

Descriptive statistics (means and standard deviations) were calculated in order to see the performance of both groups in the completion tasks that were distributed right after the instruction. One-way ANOVA was then run to compare the mean scores of participants in the control and treatment groups. The results of this test aimed to show whether, and to what extent the cognitive approach proved to be useful in the short term.

4. Results

In order to find an answer to the research question whether the cognitive linguistic approach of teaching orientational metaphors have a positive effect on students' comprehension and production of appropriate phrasal verbs compared to the traditional approach, descriptive statistics were first calculated and mean differences of the participants on the first and second completion test were measured. Table 4.1.1 below demonstrates the results of the descriptive statistics for the performances of both groups on the completion tasks.

Table 4.1.1. Mean Scores for the Participants' Performances on the Completion Tasks

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Task_1	control	33	11,79	1,635	,285	11,21	12,37	8	15
	experimental	30	11,87	2,030	,371	11,11	12,62	8	15
	Total	63	11,83	1,819	,229	11,37	12,28	8	15
Task_2	control	33	4,94	1,999	,348	4,23	5,65	2	10
	experimental	30	5,27	1,484	,271	4,71	5,82	2	8
	Total	63	5,10	1,766	,223	4,65	5,54	2	10

As can be seen from Table 4.1.1, the mean scores of the control group on the first completion task was ($M= 11.79, SD= 1.635$), and the mean scores of the participants in the experimental group was ($M= 11.87, SD= 2.030$). There is almost no difference between the performances of both groups in the first completion task. As for the second completion task, the mean scores of the participants in the control group was ($M= 4.94, SD= 1.999$), and the mean scores of the experimental group was ($M= 5.27, SD= 1.484$). This finding shows that the participants in the experimental group slightly outperformed the ones in the control group. One-way ANOVA was also conducted in order to see whether the mean differences can be generalized to the population means. Table 4.1.2 below shows the results of the Anova test.

Table 4.1.2. One-way ANOVA for the Participants' Scores on both Completion Tasks

		Sum of Squares	df	Mean Square	F	Sig.
Task_1	Between Groups	,098	1	,098	,029	,865
	Within Groups	204,982	61	3,360		
	Total	205,079	62			
Task_2	Between Groups	1,683	1	1,683	,535	,467
	Within Groups	191,745	61	3,143		
	Total	193,429	62			

Table 4.1.2 reveals that there is no significant difference between the performances of the control and the experimental group in the first completion task ($F(1, 61) = .029, p = .865$). As for the performances on the second completion task, there is also no significant difference between the groups ($F(1, 61) = .535, p = .467$). Although the descriptive statistics results demonstrated slightly higher mean scores for the participants in the experimental group on the second completion task, one-way Anova results revealed that this difference was statistically non-significant.

5. Discussion and Conclusion

Results of this study showed that the answer to the research question: *"Does the cognitive linguistic approach of teaching orientational metaphors have a positive effect on students' comprehension and production of appropriate phrasal verbs compared to the traditional approach?"* is inconclusive. Findings demonstrated that the participants who learned phrasal verbs by recognizing the functions of orientational metaphors did not necessarily perform significantly better than those who learned them through their Turkish equivalents with example sentences. Though the participants in the experimental group performed slightly better than the ones in the control group on the second completion task, this difference was found to be statistically non-significant. This might be because only one session of instructional treatment was possible. If the treatment had been repeated over a longer period of time, significant differences might then have been observed. However, the findings may still have some implications for raising awareness in foreign language learning and developing strategies for the teaching and learning of phrasal verbs. With respect to metaphor awareness in foreign language learning, it is possible that the participants in this research might have implicitly internalized the orientational connotations of adverbial particles before this study actually took place. However, although they had been formally learning English for at least 6 years, they might have not recognized that these particles are actually metaphors. The presence of conceptual metaphors in learners' mind does not necessarily mean that they will also actively use them in the foreign language (Kovecses & Szabo, 1996). Explicit teaching of orientational metaphors may help learners in their active comprehension of new phrasal verbs in the long term. This kind of teaching also fits the instructional approach of raising attention and awareness in foreign language learning which was suggested by Schmidt in 1990. According to Schmidt (1990), incidental learning without awareness might be possible, however raising awareness facilitates adult learners' acquisition of a foreign language.

Cognitive linguistic approach used in the study may still offer insights into the teaching and learning of phrasal verbs again in the long-term. Developing the skills of visualizing phrasal verbs through conceptual metaphors may ultimately help learners in recognizing, learning and retaining phrasal verbs longer. This study investigated the effect of raising metaphor awareness on recognizing phrasal verbs in a Turkish EFL setting. Therefore, findings may have implications for the teaching of phrasal verbs to students from verb-framed L1 backgrounds. As previously discussed in the literature review section, verb-framed languages characteristically have the path encoded in the verb itself, and not in the satellites. For this reason, L2 learners with verb-framed first language backgrounds may perceive phrasal verbs as non-compositional strings of words or fixed expressions the meanings of which are arbitrarily formulated (Yasuda, 2010). As a consequence of this perception, learners may not be fully aware of the orientational properties of phrasal verbs and experience difficulties in understanding and producing new phrasal verbs. The above-mentioned typological difference between L1 and L2 may force learners to learn phrasal verbs through memorization without feeling the need to process them into separate units. Dividing phrasal verbs into different groups according to their underlying orientational properties may be effective in the teaching of phrasal verbs so that the learners can understand the functions of satellites by using metaphorical thought. Though the findings of this study may have above-mentioned implications for the teaching and learning of phrasal verbs, these findings cannot be conclusive unless they are tested with more number of instructional treatments in the long term. As for the limitations, this study could not investigate the long-term effects of enhanced metaphor awareness instruction due to time constraint. The recognition of phrasal verbs by the participants was measured immediately after they received the instruction. Therefore, the experiment only measured the short-term effects of the instruction. Another important limitation of this study was that the results were based on only 30 phrasal verbs that included the particles *"up, down, into, out, off"*. These adverbial particles are polysemous, and some of their meanings may have been more typical and central for the participants to understand than others. On the other hand, some other meanings might have been more figurative or abstract, and therefore they possibly required more metaphoric thinking strategies from the participants.

Future studies should focus on different sets of adverbial particles and investigate whether the results could be replicated with different orientational metaphors.

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Appendix A

PRE-TEST

Name:

Surname:

Please match the following phrasal verbs with their correct meanings in the next column.

- | | |
|----------------|--|
| bring up | o. to appear or come to light unexpectedly |
| narrow down | f. to study something thoroughly in detail |
| seal off | j. to give reasons for or against smt. |
| grow into | i. to engage oneself in smt. |
| wash off | a. to introduce, to bring to attention |
| go into (smt.) | n. to condense, summarize |
| add up | l. to go in search of smt. |
| keep down | d. to spring up |
| throw in to | m. to defend, to keep or ward off |
| argue down | k. to leap, to spring into or out of smt. |
| jump out of | b. to decrease the breadth or extent of, contract |
| seek out | h. to control, to prevent from growing |
| fend off | g. to come to the expected total |
| boil down | e. to pass a liquid over or through especially
so as to carry off material from the surface |
| turn up | c. to close tightly |

Appendix B**Checklist distributed to the Control Group**

Phrasal Verbs	Turkish equivalents
break down	arızalanmak, bozulmak
burst into	gözlerinden yaşlar boşanmak
call off	durdurmak, iptal etmek
calm down	sakinleşmek, yatışmak
enter into	katılmak, girişmek
figure out	düşünerek bir sonuca varmak
get off	(otobüsten, trenden) inmek
keep off	yaklaşmamak, uzağında durmak
leave out	geçmek, atlamak
pay off	işten işçi çıkarmak
rule out	bir olasılığı yok saymak
show up	beklenen yere gelmek, gözükmek
turn down	reddetmek, geri çevirmek
turn into	dönüşmek, değişmek
use up	tüketmek, harcamak

* Turkish equivalents of the phrasal verbs were provided through www.zargan.com.

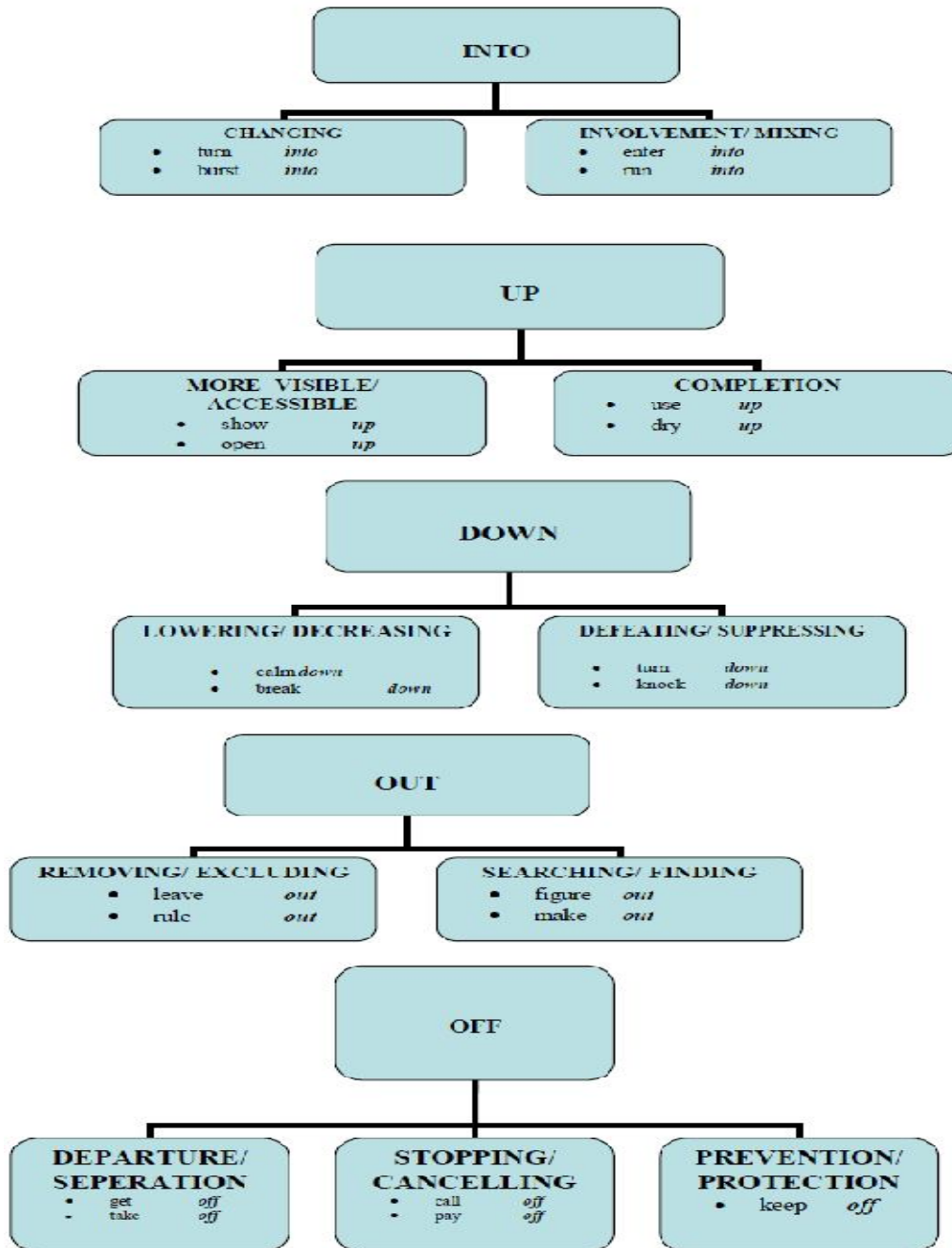
Example Sentences below were derived by the researcher from the Free MerriamWebster Dictionary online.

Apart from the list above, participants in the control group were also presented with these sentences.

1. The enamel of a human tooth will begin to break down when exposed to sugar for too long.
2. What happened? What made you burst into tears?
3. She called off the party after half of those invited couldn't make it.
4. The medicine helped her calm down.
5. There is no need to enter into a fight or struggle.
6. She didn't have an easy time figuring out what he tried to say.
7. She got off the train before it got dark.
8. Keep off the fire.
9. One or two of her songs left out of the concert.
10. I finally paid off the loan.
11. Another loss would rule them out of the tournament.
12. The band showed up an hour late.
13. I'm afraid that I will have to turn down your invitation.
14. Water turns into ice when the temperature drops.
15. We used up the last of the flour when we made the waffles.

Appendix C

Checklist Distributed to the Experimental Group



Appendix D

Completion Task_1

Name:

Surname:

Fill in the blanks with the words given below so that the sentence will make sense.

up, down, into, out, off

1. When she heard the news, she burst **(into)** tears.
2. No one can figure **(out)** how the fire started.
3. I wonder why my application for the job was turned **(down)**. Is that because I'm a woman?
4. Do you know how many people showed **(up)** at the party last night?
5. I see the bus driver grabbing a passenger and making him get **(off)** the bus.
6. She was so shocked by the accident that it took her hours to calm **(down)**.
7. When the temperature drops, this gas turns **(into)** a solid.
8. The cricket team had to call **(off)** the game because of rain.
9. One or two scenes in the play were left **(out)** of the performance.
10. Keep **(off)** the grass.
11. The coal industry is running down, as coal supplies are used **(up)**.
12. Airlines found it cheaper to pay up rather than enter **(into)** a prolonged dispute.
13. My car broke **(down)** again, so I've had to take the bus to work every day this week.
14. 100 workers will be paid **(off)** when the factory closes next week.
15. The police have stated that they cannot rule **(out)** murder in the case of the girl's death.

Appendix E

Completion Task_2

Name:

Surname:

Fill in the blanks with the words given below so that the sentence will make sense.

up, down, into, out, off

1. He was determined to bring **(up)** the issue at the meeting.
2. Your essay topic is too broad. You should narrow it **(down)**.
3. Police have sealed **(off)** the street where the gunman is hiding.
4. I hope this seedling grows **(into)** a fine mango tree.
5. I tried to wash **(off)** the stain on the table cloth.
6. When we have time, we need to go **(into)** this question more thoroughly.
7. These figures don't add **(up)** to the right total!
8. It was all I could do to keep my temper **(down)** when I saw the boys treating the dog badly.
9. Everyone threw themselves energetically **(in to)** studying English.
10. The speakers were well-informed, but I was able to argue them **(down)**.
11. Rachel lost her balance and jumped **(out of)** the diving board instead of diving.
12. Every day, scientists seek **(out)** new ways to cure the diseases that affect millions of people around the world.
13. He has a wit with which to fend **(off)** such criticism.
14. That story is so complicated. Please boil the long story **(down)** to a few sentences so I can grasp the whole picture more clearly.
15. It's no good waiting for something to turn **(up)**. You have to take action.