Making Sense of Phrasal Verbs: A Case Study of EFL Learners in Taiwan

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Outline

- Research background
- Methodology
- Results and discussion
- Conclusion

Research background

- Several studies have attempted to investigate how instruction that explicates the cognitive motivation of these PVs could help learning and retention of PVs and transfer such knowledge from known to unknown PVs (Boers 2000, Kovecses and Szabo, 1996; Condon, 2008, Yasuda, 2010)

Research background: cognitive Instruction in FL classrooms

- Kovecses and Szabo (1996) who contend that the enhancement of metaphor-awareness of particles facilitate students' acquisition of phrasal verbs.
- Abreu and Vieira (2009) discovered that the subjects received image schema as instruction perform 40% better than traditional method in teaching phrasal verbs

Research background: cognitive Instruction in FL classrooms

- Condon (2008), on the other hand, states that not all phrasal verbs "lend themselves equally well" (p. 133) to such explicit instruction of metaphor awareness and image schemas
- Yasuda (2010) claimed that metaphor-awareness raising activities helped learners in learning phrasal verbs than those who were taught in traditional method.

Purpose of the study

- The purpose of this study is to explore whether older EFL freshmen can demonstrate better memory retention in both short- and long-term time frame with cognitive instruction (CI) containing image schemas and lexical network, than instruction of list and translation (Non-CI) which provides non-schematic pictures with no obvious link and a list of definitions that are displayed in learners' first language.

Research questions

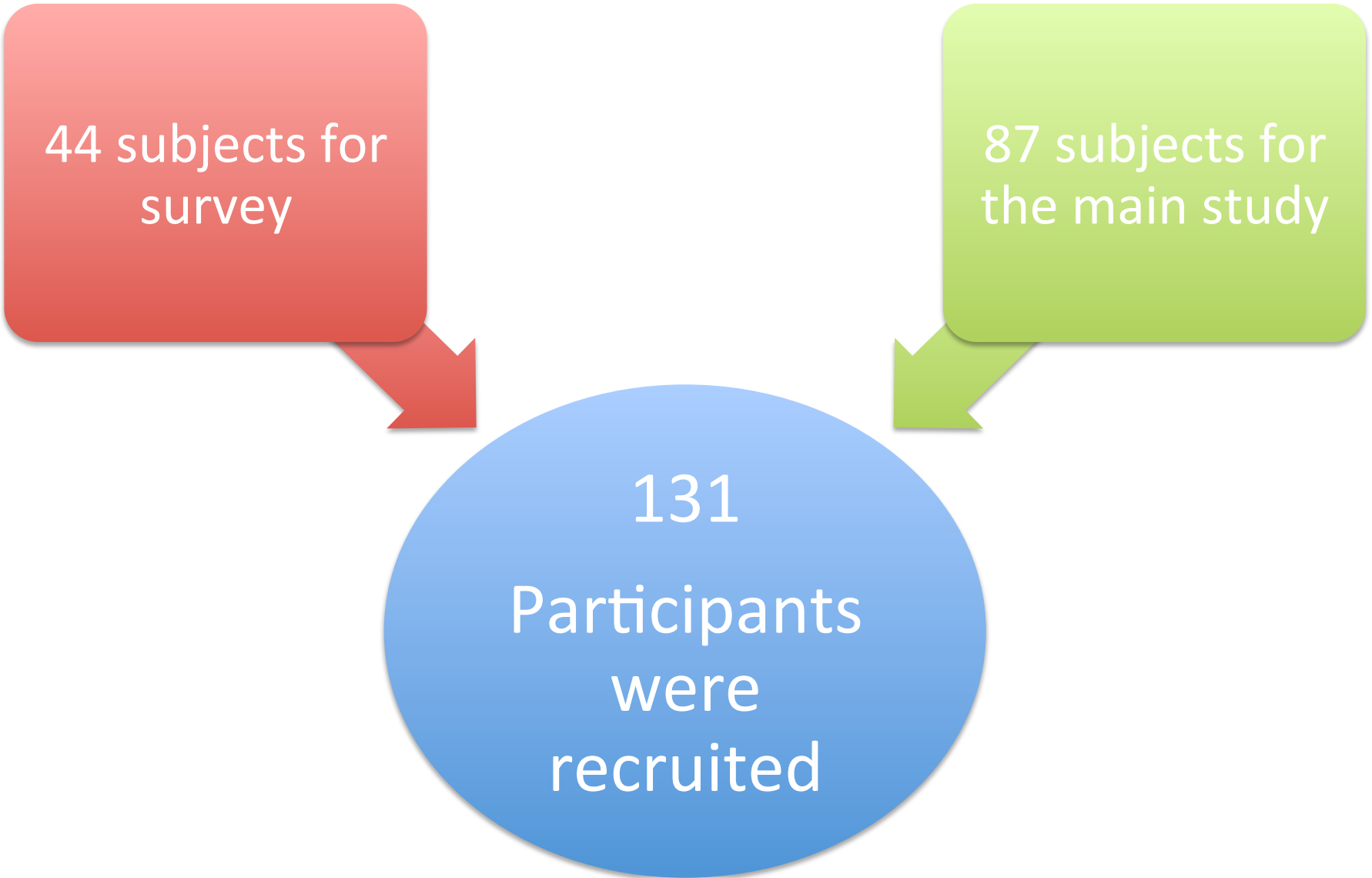
- 1. Will CI group outperform significantly than Non-CI group in their short-term memory retention in the immediate post-test administered immediately after the treatment?
- 2. Will CI group outperform significantly than Non-CI group in their long-term memory retention in the delayed post-test administered with a minimum of four to six weeks after the treatment?
- 3. Will CI group outperform significantly better than Non-CI group in terms of basic and extended meanings in both short-term and long-term memory?
- 3. Will CI group outperform significantly better than Non-CI group in terms of concrete and abstract meanings in both short-term and long-term memory?

Basic/ extended/ radial network

Methodology

- Participants
- Establishment of item bank
- The survey
- Materials and test items for the study
- Procedure
- Treatment

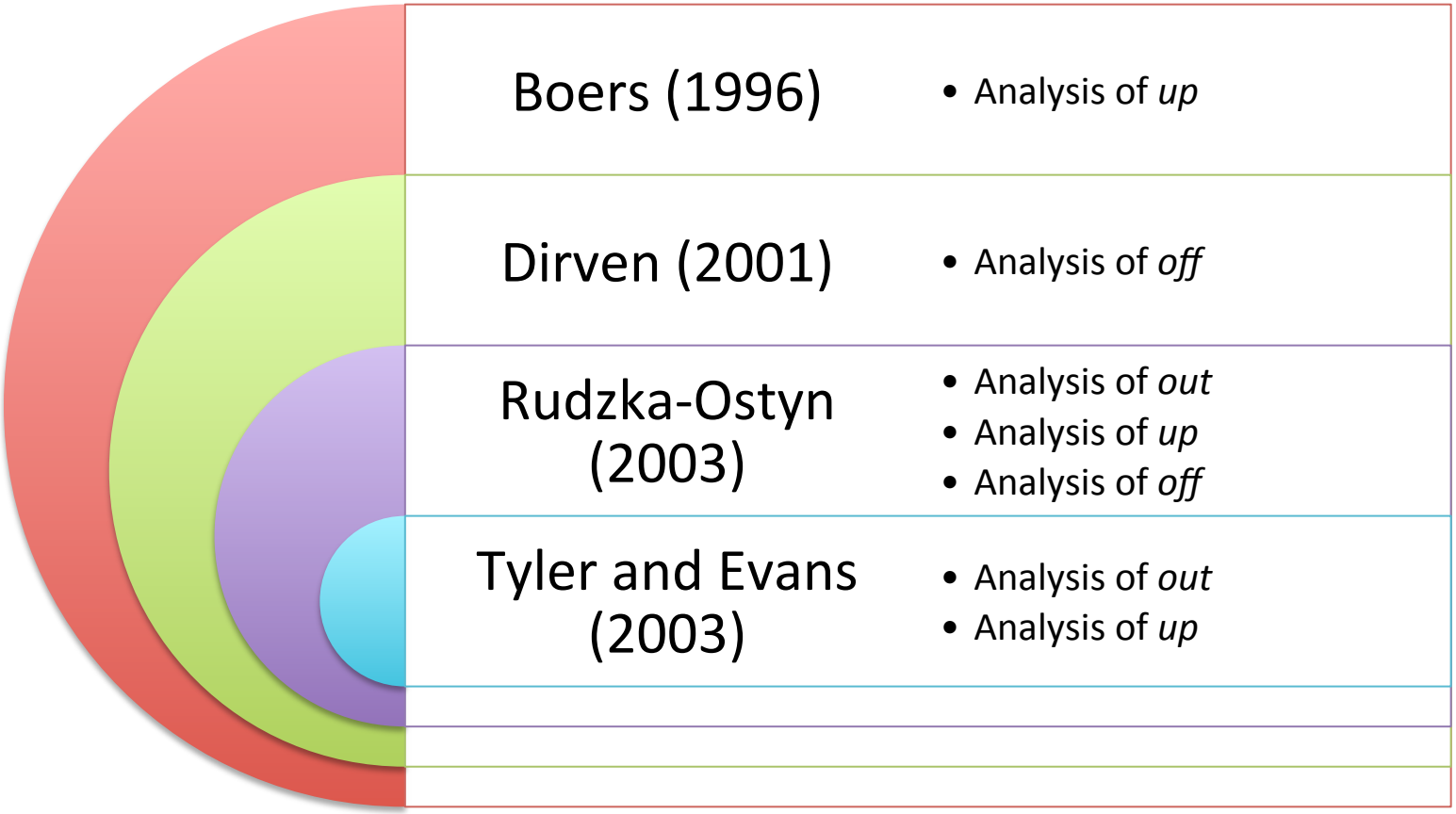
Participants



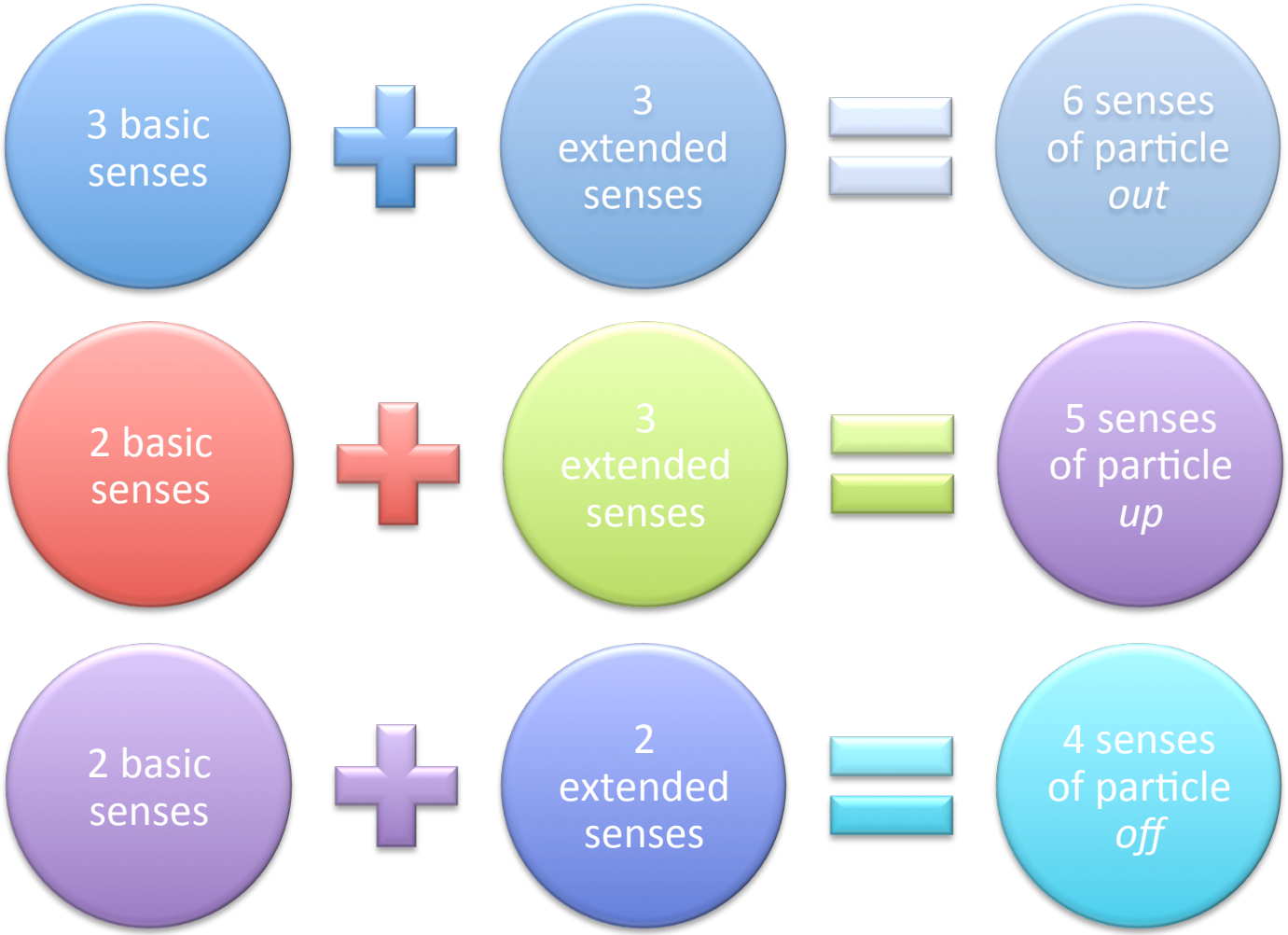
Participants

- 44 participants were asked to take a comprehension test with 204 phrasal verbs and their answers were taken as the principle for the researcher to choose phrasal verbs for the following two groups.
- Experimental group which contain 39 participants were instructed with cognitive approach (CI).
- Control group witch contain 48 participants were instructed with non-cognitive instruction (Non-CI).
- All the participants were freshmen in one of the university in north Taiwan.
- English proficiency level of all the participants were intermediate, they were recruit by their score of National College Entrance Examination.

Establishment of item bank：Selection of particles and senses



Establishment of item bank: Selection of particles and senses



Establishment of item bank : Selection of verbs

Step 1
- 50 most frequent verbs from BNC
- Leech (2001) in Lindquist, 2009

Step 2
- 20 verb lemmas in VPC from COCA
- Gardner and Davies, 2007

Step 3
- the most 150 frequent phrasal verbs in the COCA and BNC
- Liu, 2001

Finally
- 74 verbs were selected

Establishment of item bank : Selection of phrasal verbs

Step 1
- 74 verbs from previous selection by the researcher

Step 2
- the most 150 frequent phrasal verbs in the COCA and BNC
- Liu, 2001

Step 3
- Word Power: Phrasal Verbs and Compounds
- Rudzka-Ostyn, 2003

Finally
- 92phrasal verbs were selected

The survey: to find proficiency level of the PVs

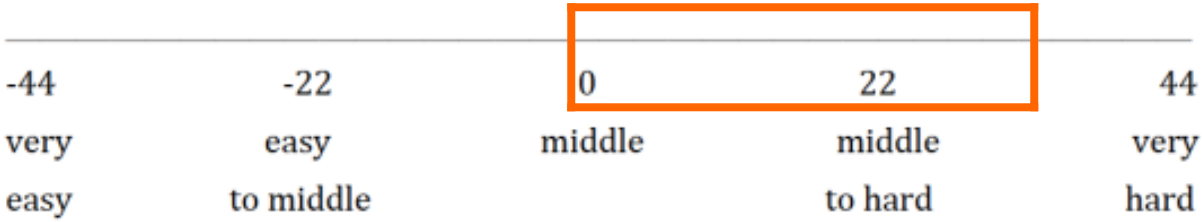
Step 1
- 92 phrasal verbs from previous selection by the researcher

Step 2
- Another 194 phrasal verbs, contain three testes particles were added

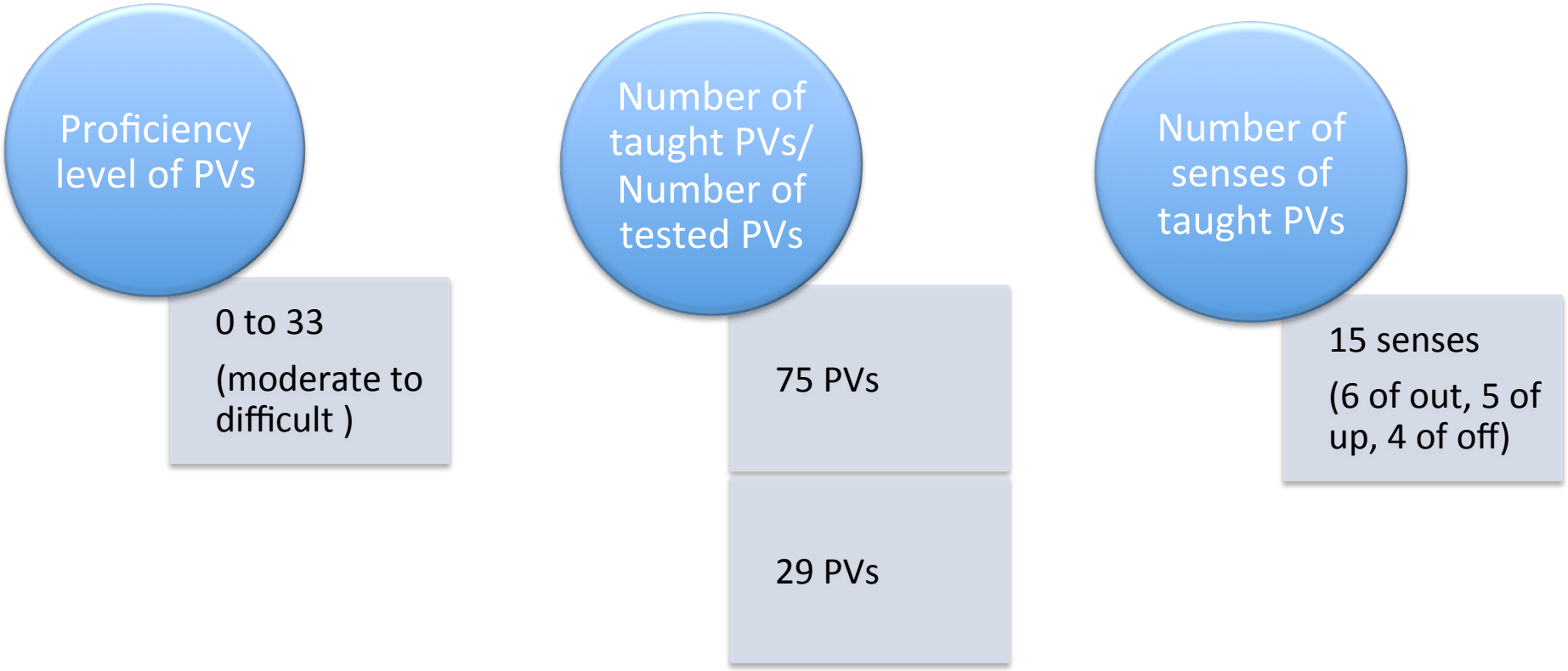
Step 3
- 10 other different particles were added as control items

Finally
- Total 204 PVs were presented in multiple choice questions

The survey: to find proficiency level of the PVs



Materials and test items for the study



Materials and test items for the study

- Context for each tested PV were moderated to fit the participants' perception.
- Tenses of the context were limited to three categories: present, past and future tense.
- No more than two clauses in one sentence
- The moderated test items were checked by two native speakers of English for their authenticity.

Procedure of the study

Pre-test

- 29 items for production test (fill-in the blanks without any clues)
- Before the 7-weeks treatment

Treatment

- 7 times
- Except for the first time (3 senses), 2 senses were taught each time
- Each senses were explained by 5 phrasal verbs in context
- 30 minutes teaching session
- 10 minutes practicing session

Immediate Post-test

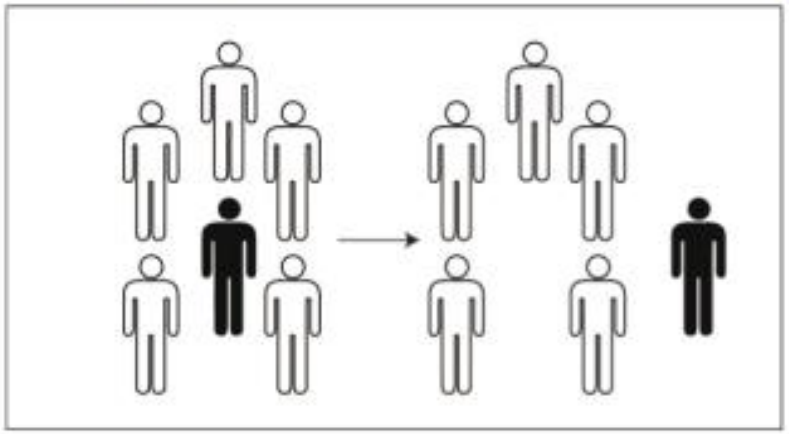
- 29 items for production test (fill-in the blanks without any clues)
- Immediate after the 7-weeks treatment

Delayed post-test

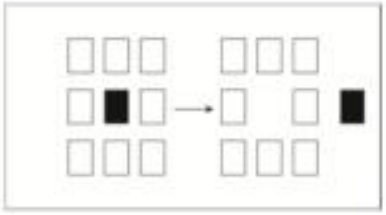
- 29 items for production test (fill-in the blanks without any clues)
- Two months after the immediate post-test

Treatment for experimental group: metaphor/ metonymy and image schema

+ Extended sense 2:
sets, groups are containers

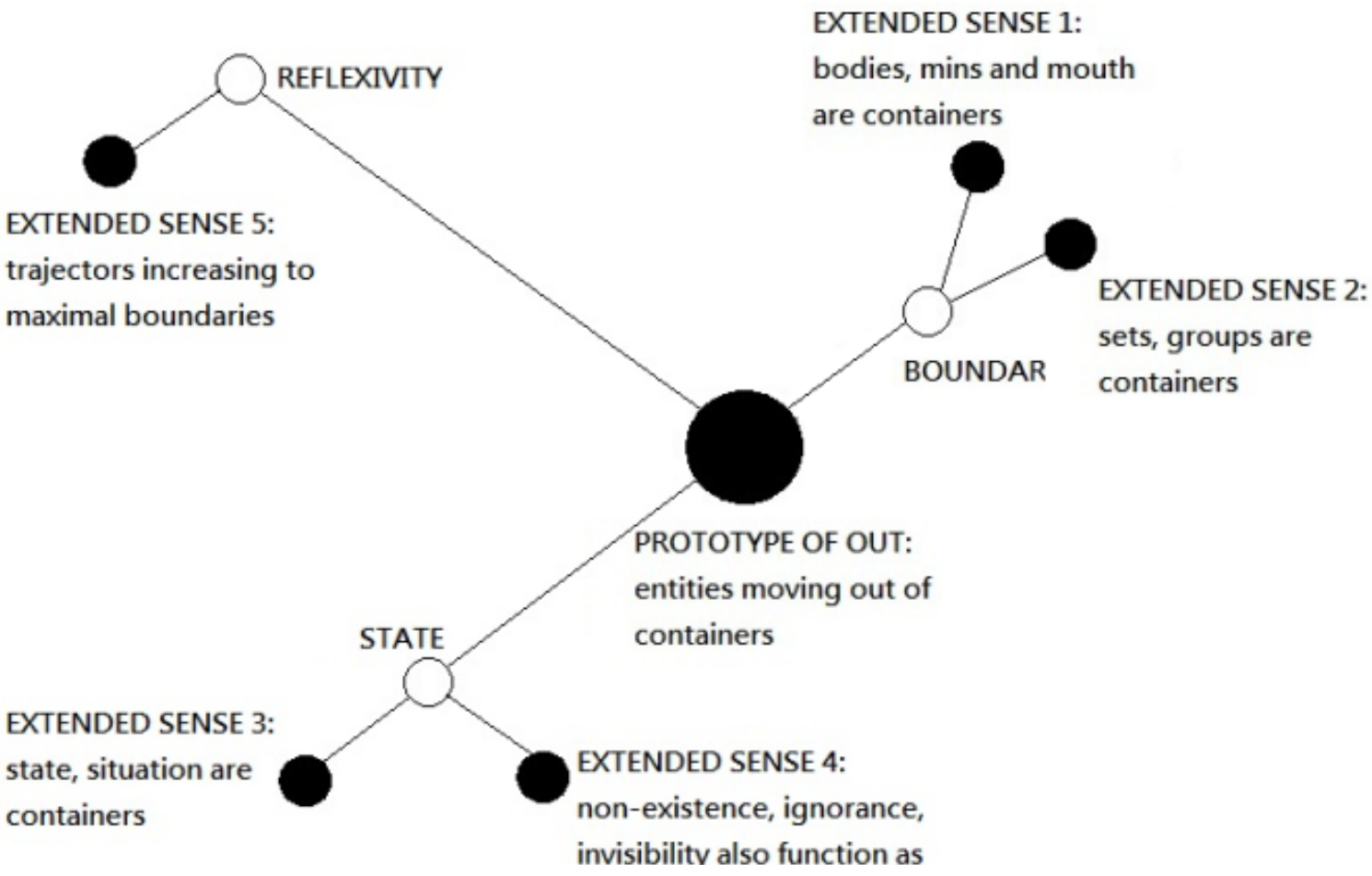


+ Extended sense 2:
sets, groups are containers



- According to your choice on our online poll, we will **find out** the winner in this Friday.

Treatment for experimental group: radial network of polysemous senses of particle *out*



Treatment for control group

Phrasal Verbs with Spatial Particle OUT

- According to your choice on our online poll, we will **find out** the winner in this Friday.

Results and discussion

Validity/ reliability

- Validity, r=.364*
- Reliability:

Pre-post, r=.261

Pre-delayed, r=.575*

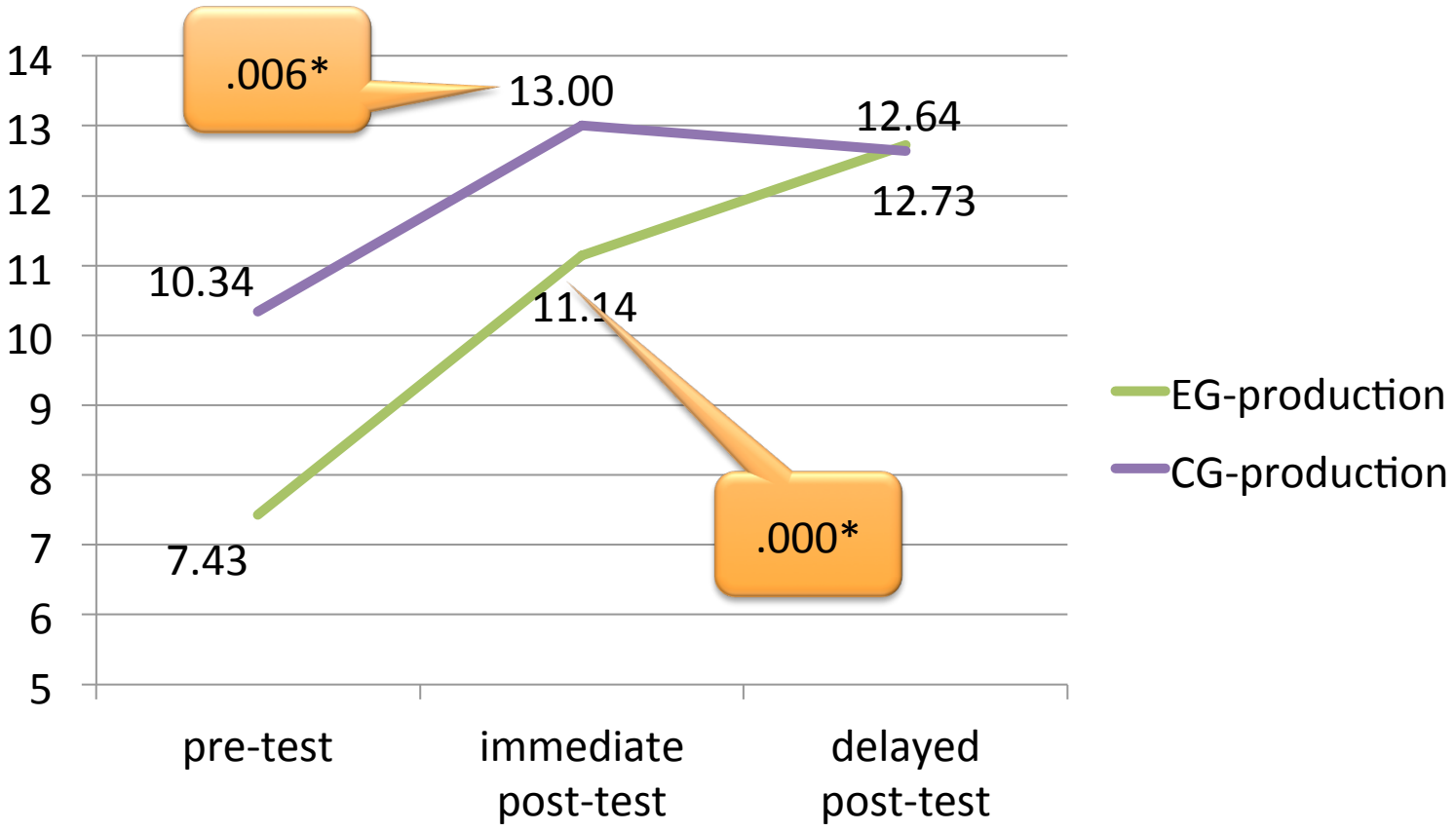
Post-delayer, r=.319*

Pearson correlation

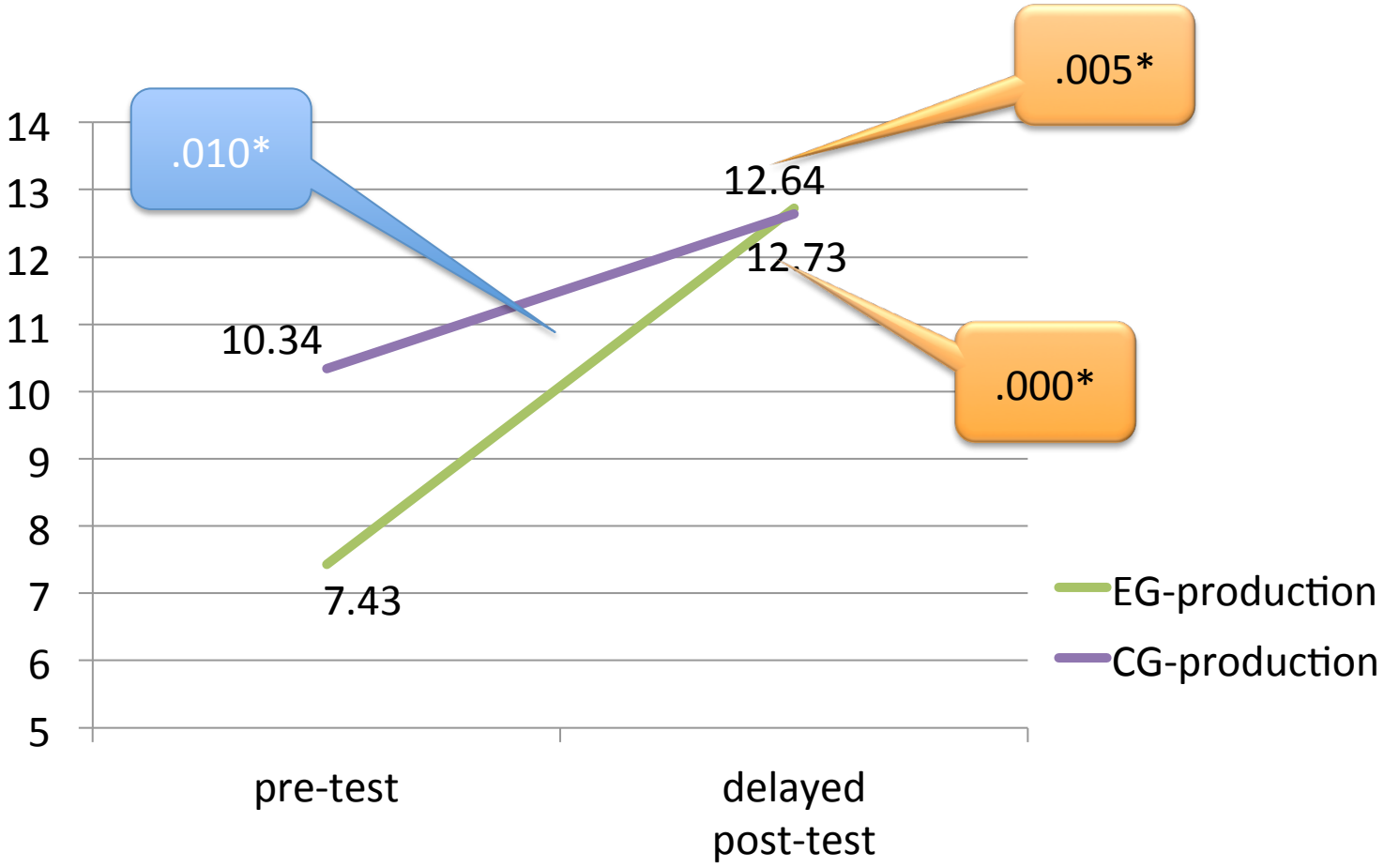
Results and discussion of the main study

- 1. Will CI group outperform significantly than Non-CI group in their short-term memory retention in the immediate post-test administered immediately after the treatment?
- 2. Will CI group outperform significantly than Non-CI group in their long-term memory retention in the delayed post-test administered with a minimum of four to six weeks after the treatment?

Main study-overall score



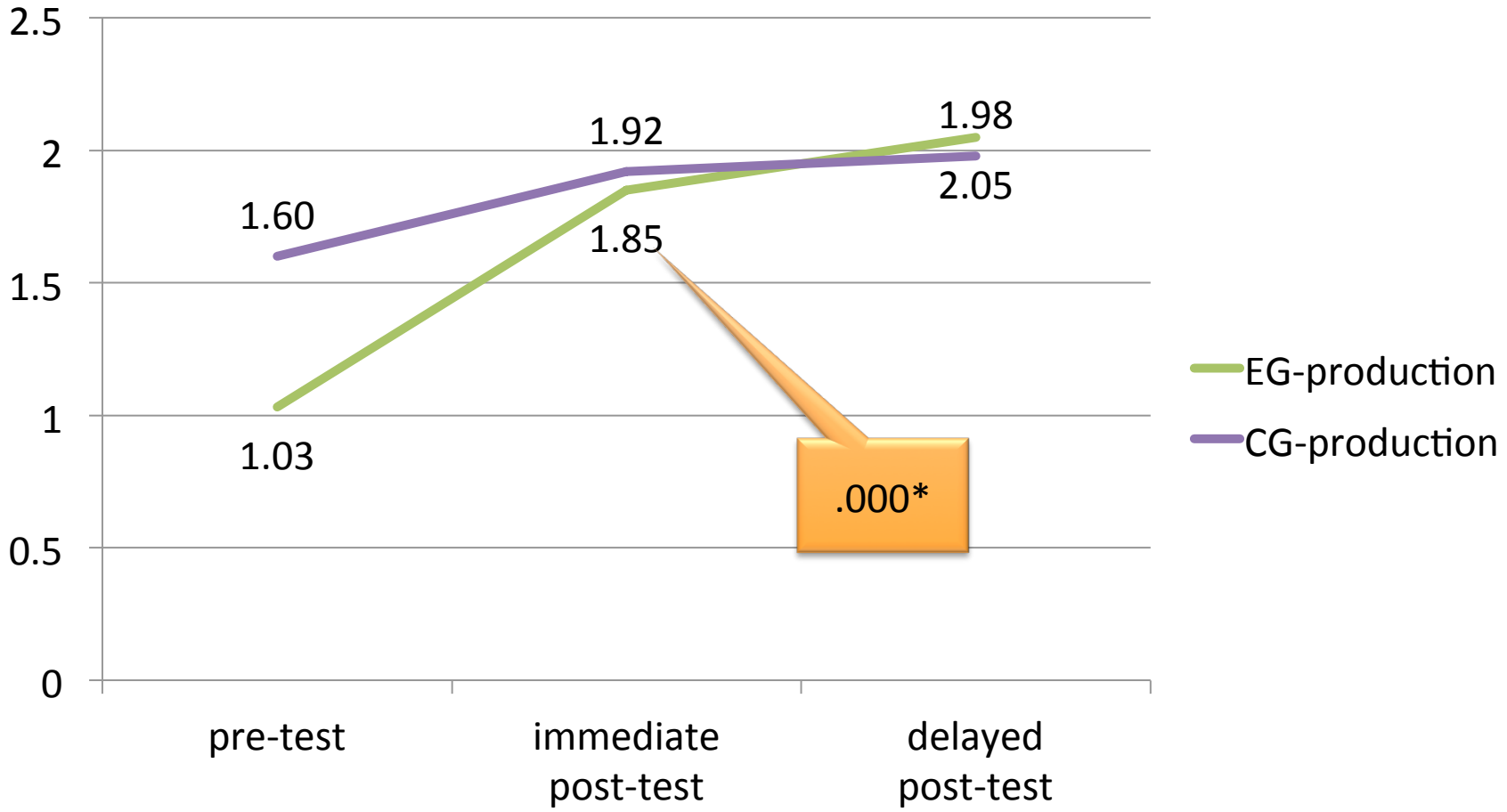
Main study-overall score



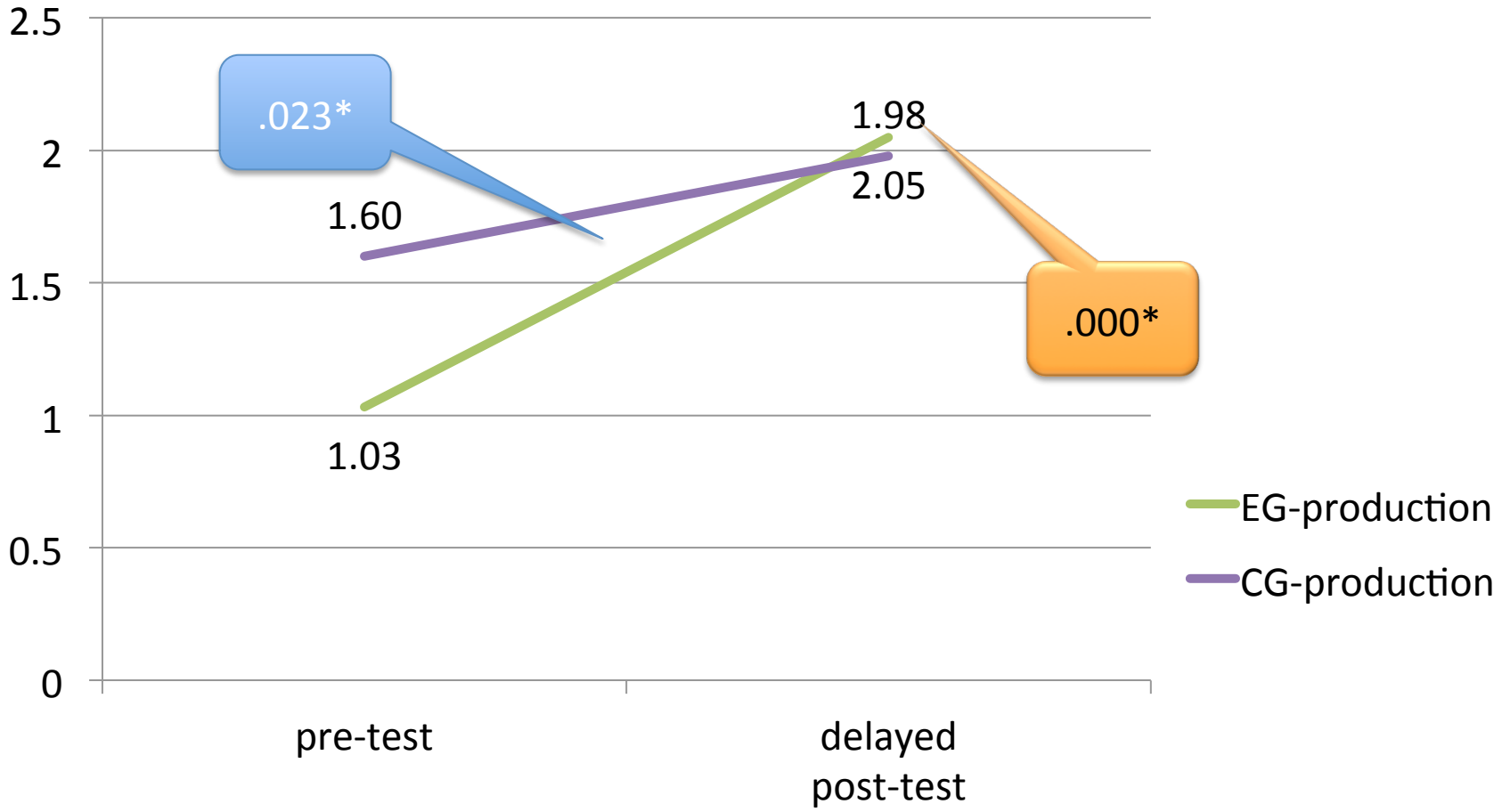
Results and discussion of the main study

- 3. Will CI group outperform significantly better than Non-CI group in terms of basic and extended meanings in both short-term and long-term memory?

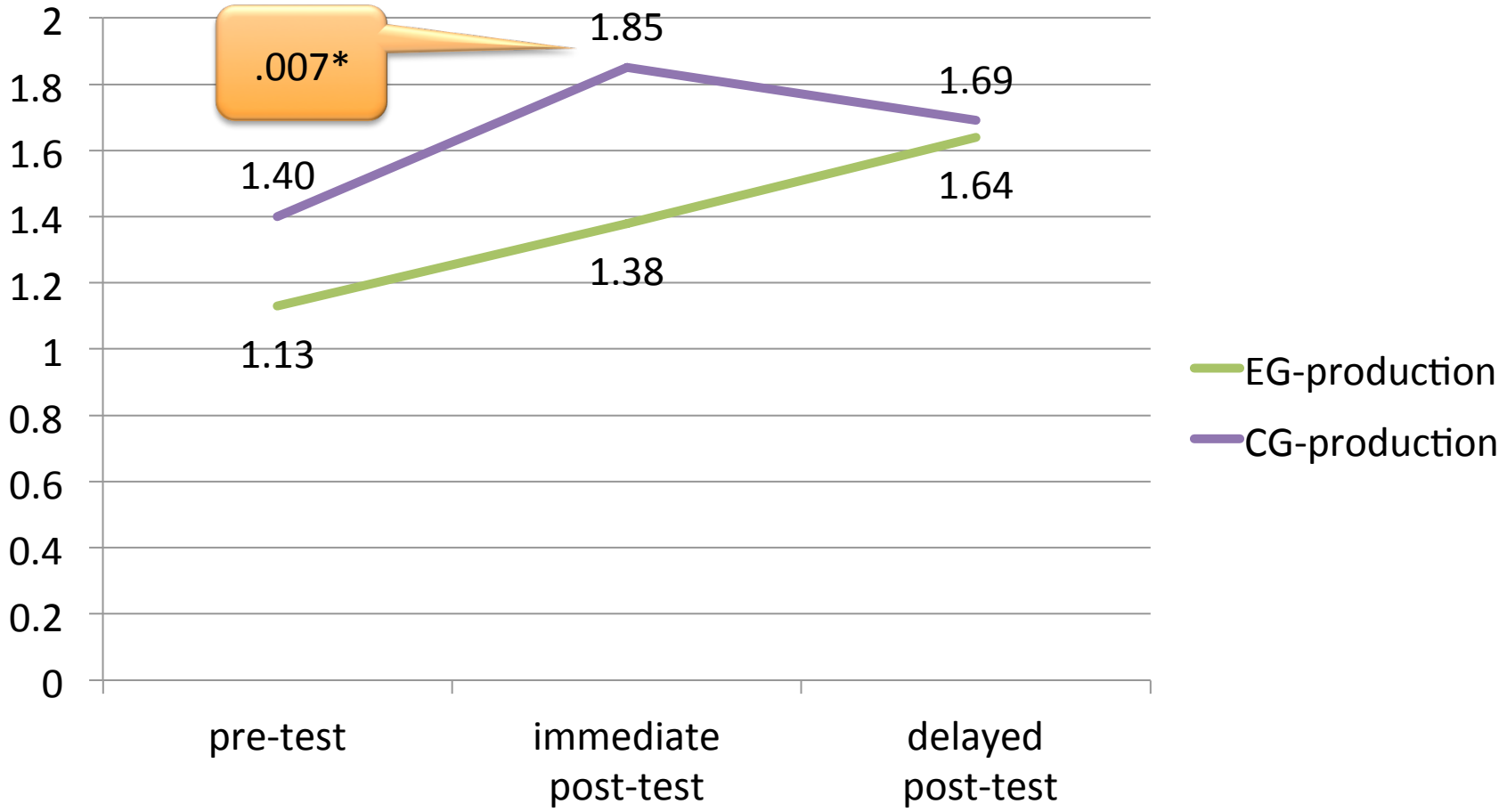
Learning of basic meaning



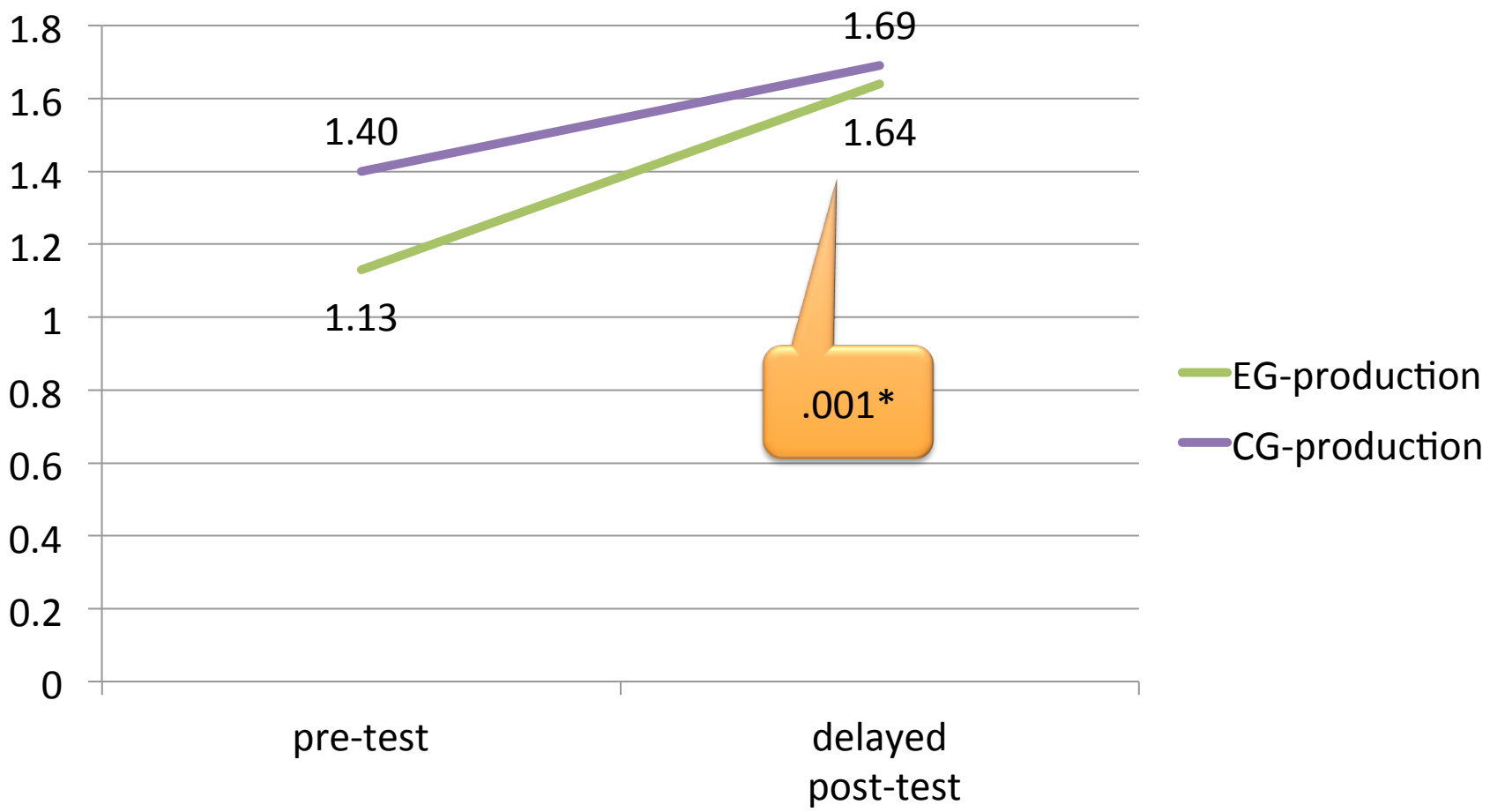
Learning of basic meaning



Learning of extended meaning



Learning of extended meaning



Conclusion: Implications

- Although the translation instruction also illustrated some efficacy in aiding learning outcome, its impact is mostly felt in the short term retention. For long-term retention, especially from the pre-test to delayed post-test, the longest time lapse, CI proved to be significantly better than translation approach.
- The spatial concepts in learners' L1 can be constructively and effectively incorporated in instruction

Conclusion: Limitations and recommendations

- The significant improvement of exposed and unexposed PVs in terms of basic meaning and extended meaning is still in question.
- The deficiency of lab hour that allowed subjects to practice within 10 minutes during treatment each time.
- The huge quantity of test items in all given tests is the limitation for analyzing their written protocol
- In future research, lab hours and practice time should be lengthened
- More communicative tasks should be incorporated in treatment and evaluation

Thanks for listening