UNIVERSIDADE DE CAXIAS DO SUL

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AVOIDANCE OF PHRASAL VERBS BY BRAZILIAN STUDENTS

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DEDICATION

I dedicate this research to teachers that increased a better view of the English language.

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Firstly, I am thankful to God for giving me the faith to believe in myself to write this research. I also thank all my family for supporting me while I was writing. To my parents, who had wisdom and respect for my choice of studying a second undergraduation. To my husband who, in silence, was supportive by letting many hours of my writing at home coexist with our marriage. And, I am very thankful, specially, to my two daughters for being closer to my reality during this time. To the oldest one, who heard me talking with passion about my research and discoveries for hours and for reading my work to give her opinion once it was finished. And finally, to the youngest daughter, who in many times saw her mother reading, writing and researching instead of playing with her.

ABSTRACT

This paper demonstrates how a difficult topic in English Foreing Language (EFL) acquisition can be easier to understand upon the right instruction. The objective is to understand why Brazilian students avoid using Phrasal Verbs and the reasons that can cause the avoidance. To achieve this goal, specific approaches were studied such as the syntactic, morphologic and cognitive aspects of Phrasal Verbs. These specific points are the best way to understand how they are used and can be utilized to any teacher of EFL. To Brazilian students to master the theme and develop fluency in English, it is necessary to go deeper in aspects of the English Language that do not exist in the Portuguese Language, such as the non-existence of Phrasal Verbs in Portuguese, as well as the difference between satellite framed language and verb framed language in Talmy (1999). To practice Phrasal Verbs in class, the specific methodologies related to the topic are important to overcome difficulties in learning. For example: the imagery concept by Rudzka-Ostyn (2003) can be combined with traditional course books that have a reduced approach.

KEY WORDS: Phrasal Verbs; avoidance; Brazilian L1; English Foreing Learning (EFL), language differences; imagery; learning; methodologies.

RESUMO

Este artigo demonstra como um tópico que alguns consideram difícil na aquisição da segunda língua em inglês pode ser mais fácil de entender com as instruções corretas. O objetivo é entender o porquê de os estudantes brasileiros evitarem usar os *Phrasal Verbs* e as características que podem causar a evasão. Para atingir o objetivo, foram estudadas abordagens específicas, como as sintáticas, morfológicas e cognitivas dos *Phrasal Verbs*. Esses pontos específicos são a melhor maneira de entender como são usados e podem ser aproveitados por qualquer professor de *English Foreing Learning (EFL)*. Para os estudantes *English Foreing Learning (EFL)* brasileiros dominarem o tema é preciso aprofundar aspectos da Língua Inglesa que não existem na Língua Portuguesa, como a inexistência de *Phrasal Verbs* na Língua Portuguesa, bem como as diferenças entre a linguagem de satélite e a linguagem de verbos de Talmy (1999). Para a prática de *Phrasal Verbs* em sala de aula, as metodologias específicas relacionadas ao tema são importantes para superar as dificuldades de aprendizagem, explorando o conceito de imagens de Rudzka-Ostyn (2003) e outros conceitos específicos a serem aplicados nas lições padrão de Phrasal Verb de livros tradicionais que têm uma abordagem reduzida para o entendimento completo do estudante brasileiro aprendendo inglês como língua estrangeira.

PALAVRAS-CHAVE: phrasal verb; evasão; Brasileiros L1; *English Foreing Learning (EFL),* diferença das linguagens, imagens, aprendizagem, metodologia

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1 INTRODUCTION

Perhaps, Brazilian students should not have an appropriate approach to develop the knowledge that Phrasal Verbs requires. The knowledge acquisition of Phrasal Verbs can be difficult for these students because of the difference between the two languages (Portuguese x English) and the fact that Phrasal Verbs are inexistent in the Portuguese language. However, the study of this feature is important to understand how languages use different forms to express the same thought. Most English courses for learners approach these issues in a brief way and thus are not able to help the student acquiring an appropriate level of communication in English.

Whereas, this is not the only feature that turns the topic difficult, the complexity starts with the classification made by grammars that present Phrasal Verbs as just another type of many other multiword verbs.

To clarify this definition, some researchers as Darwin, Gray (1999) show Bolinger's (1971) classification used to define Phrasal Verbs with nine items called: Replacement, Formation of passives, Formation of action nominals, Object movement, Pronoun placement, Adverbial insertion, Stress, Definite noun phrases and Listing.

In another perspective, the Phrasal Verbs were already studied by frequency of use by Davies, Gardner (2007) utilizing actual frequency of occurrences in the language, based in corpus linguistics that provide the identification and classification of multiword units.

The use of Phrasal Verbs was already object of study by Fadanelli, (2012), who investigated the production and acquisition of Phrasal Verbs by Brazilian students in a cognitive perspective.

In this way, regarding the cognitive perspective one relevant issue is the avoidance of Phrasal Verbs by English Language learners, which will be explored in this research, in an attempt to understand the following question:

1 - What causes Phrasal Verbs avoidance by Brazilian students?

To reach possible answers, the aim of this work is to discover the features in Phrasal Verbs that cause avoidance in Brazilian students, under specific

objectives such as:

      1.1 Discuss studies about Phrasal Verbs

      1.2 Introduce Phrasal Verbs' Morphosynctatic, Semantic and Cognitive features

      1.3 Analyze how these features may cause avoidance of usage of PV by learners

      1.4 Suggest possible alternatives to teaching this topic in order to enhance the learning

Justifying the chosen topic the learning of Phrasal Verbs can be a challenge for students. In addition, to get closer to the native proficiency, among other factors, it is necessary to reach a good mastery and develop fluency in English in topics such as: advanced vocabulary, knowledge of grammar structures, good pronunciation and the accuracy and a good level in Phrasal Verbs.

This means that it is important to know beyond simple usage by stretching the knowledge to more features of the Phrasal Verbs. My interest in this theme is due to the current few methodologies to teach Phrasal Verbs which in many cases are focused in the morphological point but do not explain the differences and specific ways they work.

Afterwards, it is not enough knowing the verbs to acknowledge the Phrasal Verbs, because some structures change the meaning when combined.

Consequently, what has led me to choose this topic and problem was the need for teachers to give a deserved attention to this point, not just to the morphological part but to the cognitive and usage view too.

The theme has a high relevance for teachers of who work with Brazilian learners. One possible usage to the Brazilian L1 learners is to know Phrasal Verbs to some kinds of proficiency tests, they might be asked to know by heart a list of Phrasal Verbs.

Besides, the study of multiword verbs does not have too much interest on people involved in both teaching and learning. This is not a problem only for Brazilian L1 students, since other non-native speakers relate difficulties to this subject as well. Hence, students tend to search an easier way to communicate rather than using the Phrasal Verbs.

This chosen topic aims to present why Phrasal Verbs are so indispensable and that teachers know the relevance of them. So they can help students get used to the topic.

Moreover, it is important to research material to collaborate stretching the use of the English Phrasal Verbs to enhance the proficiency of Brazilians L1 students, supplying teachers with a practical view of the topic and clarifying the goal in a better way to teach the multiword verbs.

To write this paper it is necessary determines the methodology to be used in the research. In order to reach the main goal of knowing the features in Phrasal Verbs that cause avoidance in Brazilian students, it has been observed that this paper is classified as a bibliographical research and documentary research.

According to Gil (2012), the bibliographic research is based on material already published such as printed material (books, magazines, newspapers, theses, dissertations and annals of scientific events, new information formats as discs, magnetic tapes, CDs, as well as the material made available on the Internet). Documentary research, on the other hand, makes use of all sorts of documents, prepared for different purposes. It is quite broad, since it can consist of any object capable of proving some fact or event, iconographic documents, such as photographs, pictures and images; and statistical records.[1]

Using bibliographic research to help developing this paper, some authors who have researched about the topics will be consulted as a guide to reach the answer to the main question.

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[1] A pesquisa bibliográfica baseia-se em material já publicado, como material impresso (livros, revistas, jornais, teses, dissertações e anais de eventos científicos, novos formatos de informação como discos, fitas magnéticas, CDs, além do material disponibilizado na Internet) A pesquisa documental, por outro lado, utiliza todos os tipos de documentos, preparados para diferentes propósitos. É bastante amplo, pois pode consistir em qualquer objeto capaz de provar algum fato ou evento, documentos iconográficos, como fotografias, imagens e imagens; e registros estatísticos

In the same way, the second part of this research aims to go deeper in these previous analysis in order to search the particularities of difficulties in the learning of Phrasal Verbs by consulting the materials used in this method, and using documental research as images and statistical records.

The next chapters will develop important points about Phrasal Verbs, starting by presenting grammar definitions. Afterwards, the following topics will contemplate a cognitive view of PV and suggestions to teach the topic.

2 PHRASAL VERBS

The Phrasal Verbs topic is underestimated by the English learning and does not have the attention deserved, specially to the Brazilian L1 Portuguese. Nowadays, it is the most spoken language in the world, since there has never been a language so widely spread or spoken by so many people as English (Crystal, 2003). Indeed, it is the most widely-spoken language in 2020. (TEIXEIRA, 2020)

In this scenario, the Brazilian speaker of English tends to translate and use the verbs in English that are similar in Portuguese, for example: "enter", instead of "come in" Silva (2018). Considering that the word in Portuguese is "entre" (inflection of the verb "entrar") and has the same meaning as "enter".

The next chapter will show the definitions and features of Phrasal Verbs, (henceforth PV) focusing in their sintactical and cognitive aspects through a bibliographical research. Also, will be offered a definition of Phrasal Verbs to be used throughout the paper.

2.1 DEFINITION OF PHRASAL VERBS

The expression "Phrasal Verb" is used to designate a verb plus one, or two particles, under a range of combinations. The *Oxford Advanced Learner´s Dictionary of Current English* (2000) defines "Phrasal Verb is a verb combined with an adverb or a preposition, or sometimes both, to give a new meaning, for example *go in for, win over* and *see to.*"

To the traditional grammar approaches the definition of PV is made through their syntactic structures.

The definition by traditional grammars as Quirk (1985), Murcia, Freeman (1999), Cowan (2008), classifies PV as a verb plus a particle that are divided in transitive and intransitive, separable and inseparable. Moreover, they classify other two categories as: Prepositional Verbs that are a verb plus a preposition and Phrasal Prepositional Verbs, verb composed by a verb and an adverb plus preposition.

There are several definitions to the verbal + non verbal particle, as Mahpeykar, Tyler (2014) present: A verb and an adverbial particle are also known as verb- particle constructions (VPC), and are often contrasted with prepositional verbs (VPP), their construction are a verb and a non-adverbial particle or preposition.

For example:

1. Look up the word in the dictionary - (VPC) - an adverbial particle functions as an adverb modifying the verb as in *up*;

2. Look into the new method (VPP) - prepositional particle functions as a preposition linking the complement to the context in which the phrase;

3. Get up and *put up with* - (VPC) + (VPP) - more complex construction (MAHPEYKAR, TYLER 2014).

On the other hand, 'phrasal verb' has sometimes served as a cover term including also prepositional verbs (e.g. Sroka 1972) and maybe even other categories (CLARIDGE, 2000, p.46).

Horbny (2000 p.*Study page, B10*), in the The *Oxford Advanced Learner´s Dictionary of Current English,* uses the term Phrasal Verb as a cover term, as shown below:

> Phrasal Verbs (sometimes called multi-word verbs) are verbs that consist of two, or sometimes three, words. The first word is a verb and it is followed by an adverb (turn **down**) or a preposition (eat **into**) or both (put **up with**). These adverbs or prepositions are sometimes called PARTICLES.

The scope of this research is the avoidance of PV by students. Though, "if even the linguists and grammarians struggle with nuances of phrasal verb definitions, of what instructional value could such distinctions be for the average foreign language learner?" (DAVIES; GARDNER 2007, p. 241).

Aiming to improve instructional value, this research uses the term PV as a cover theme including all categories. The morphological definitions will be presented just to show the formal use.

2.1.1 Transitive Phrasal Verbs

The Phrasal Transitive Verbs require an object to complete their meaning and can be separated from this particle to the object.

The separability is a peculiar syntactic characteristic to transitive PV, sometimes the particle can be separated from the verb by the direct object and sometimes it cannot (MURCIA, FREEMAN, 1999).

These objects can be a noun or a pronoun which appears after a transitive PV. However, sometimes the object goes in the middle of a transitive phrasal verb. Both are correct ways. However, one singularity of Transitive PV, that has a pronoun as object, is that separation is obligatory (MURCIA, FREEMAN, 1999, p. 428).

The separability of Transitive PV happens when they have parts that can be separated by the direct object of phrasal verb through application of the particle movement rule as in the examples:

1. *He looked up the number*

2. *He looked the number up.* (COWAN, 2008, p. 174)

We observe, through the example, that the particle *up* moves, staying separated from the verb, while the object, a noun, stays in the middle of the original

composition *looked up,* in this case the separation is optional.

> Most transitive phrasal verbs take the particle movement rule. As long as the direct object of a separable phrasal verb is not a pronoun, the particle movement rule is optional (i.e., you can apply or not). If, however, the direct object is a personal pronoun (*him, hem it, them, etc.*) or a demonstrative pronoun (*this/that, these/those*), the particle movement rule must be applied. Thus, if we change the direct object (5a), *the telephone number*, to the pronoun *it*, we must apply the particle movement rule, as shown in (5b). Otherwise, an ungrammatical sentence results, as shown in (5c). (5) a. John looked up the telephone number. b.John looked it up c. *John looked up it. (COWAN, 2008, p. 171)

Moreover, Quirk (1985, p. 1154) says that "the particle tends to precede the object if the object is long."

Summarizing: optionally the object can be in the end or in the middle of the PV. Exceptionally, if the object is a personal pronoun it must be in the middle of the PV or if the object is long.

The last two kinds of transitive verbs according to Cowan, (2008, P. 172) are

> "Inseparable Transitive PV and Permanently Separated Transitive Phrasal. The first does not permit the particle to move over the direct object even if it

is a pronoun, otherwise the second require that the direct object occur between the verb and the particle."

Furthermore, according to Parrot (2000, p. 142), "inseparable phrasal verbs can be known as prepositional verbs."

Murcia, Freeman (1999, p. 428) says that "the largest, most productive category of PV are these transitive separated ones. However, we also posit a smaller category of inseparable PV, where the particle cannot be separated from this verb."

The Intransitive verbs do not have the object, so the next section will present PV with complete meaning.

2.1.2 Intransitive Phrasal Verbs

The Intransitive Phrasal Verbs cannot be followed by an object. ALEXANDER (1988, p. 156). For example:

3. *My car broke down.*

4. *He really took off.*

ALEXANDER (1988, p. 156)

COWAN (2008, p. 173) distinguishes two types of intransitive verbs: "pure intransitive and ergative". The pure ones usually cannot be separated as in this following example:

5. The plane took off quickly and climbed to cruising altitude
6. She sat down very slowly and began to cry

Ergative PV describes an action that is experienced by the subject:

7. After about an hour, the storm began to *die down.*
8. At the end of December, sales of consumer goods usually *taper off.*
9. Over the past two weeks, a number of problems *have cropped up.*

Some ergative PV have transitive counterparts, which take the particle movement rule.

10. The ship blew up - ergative;

11. The terrorists blew up the ship - transitive counterpart;

12. The terrorists blew the ship up - transitive counterpart.

> Of course, just as some regular ergative or change-of state verbs (e.g. *open*, increase) may be either transitive or intransitive depending on the role of the agent some Phrasal words can have this dual function, too; for example: An arsonist burned down the hotel (transitive) The hotel burned down (intransitive) (MURCIA, FREEMAN, 1999, p. 427)

In spite of this, it is important to be aware that some PV can be transitive in one sentence and intransitive in another sentence, and therefore, one should be able to spot the difference because sometimes the meaning of a PV can change.

Another category the grammars recognize is the Prepositional Verbs. According to Quirk (1985, p. 1155) a prepositional verb consists of a lexical verb followed by a preposition, that precedes its complement with which it is semantically and/or syntactically associated.

16 . (1) *Look at* these pictures. I don't *care for* Jane´s parties.

This definition is similar to that found in Eastwood (1994, p.303) that writes: "a verb + adverb is called a 'phrasal verb'. A verb + preposition is called a 'prepositional verb'. The adverb can go before or after the object, but the preposition goes before its object."

2.1.3 Phrasal - Prepositional Verbs

They consist of verbs that are followed by two elements. The verb and the first element, a particle, constitute a phrasal verb, which is followed by a preposition. All are followed by objects and are transitive. Do away with (something). (COWAN 2008, p. 179)

Furthermore, a verb can have both an adverb and a preposition after it. This is sometimes called a 'phrasal-prepositional verb'.

EXAMPLE:

17*. Lucy **fell** (verb) **down** (adverb) **on** (preposition) the ice.* EASTWOOD (1994, p. 312)

Parallel to the morphological aspect, the cognitive aspect is essential to enhance the learning of PV, specially to the literal and metaphoric meaning that will be analyzed in the following section.

2.2 THE COGNITIVE ASPECT OF PHRASAL VERBS

Regarding other aspects of language, one that shows great importance in the PV theme is the cognitive aspect that is an object of study by linguistics. As shown through this section, the languages can differ in type divided in satellite- framed language and verb-framed language depending on how they map the movement.

Moreover, this section will present the differences between literal and metaphorical PV that can cause difficulties and avoidance in usage by students that do not have the PV in their mother tongue.

The cognitive aspect precedes the syntactic forms, as Talmy (1985, 2000) apud Meirelles (2019, p. 1104) proposes: "there is a relationship between semantic elements and syntactic forms, so that semantics is expressed through syntax."

This phenomenon happens due to the tendency of the human mind to put boundaries in continuum things such as space or time or another qualitative domain and attribute as a single unit. Thus, this is perceived as an event that can be simple, such as a clause that cannot be partitioned or a complex event that can be partitioned. The complex can be divided in a main event and the subordinate event. (TALMY, 1991)

The syntactical representations as in the examples below:

18 .*The aerial toppled because I did something to it* (complex event)
19 . *I toppled the aerial* (simple event)

In this way, another concept involves both and synthesizes in just one clause named macro-event, that is expressed by a single clause and is regularly conceptualized as a unitary event. This is a single clause that represents the same content with the same structuring and interrelations of the complex. (TALMY, 2000)

Example:

20. (a). The candle went out because something *blew on it*.
21. (b). The candle *blew out*. (TALMY, 2000, p. 217)

Sentence (a) represents the main event + subordinating relation + subordinate event of a complex event. Sentence (b) represents almost the same contents with the same structuring and interrelation of components but presents the complex as a unitary event - the macro - event. (TALMY, 2000)

The basic idea is that the macro-event is organized as a gestalt, as a figure-ground relation between the main event and the co-event, which is also characterized as a support event for the main event (e.g. the meaning of manner, or cause) (PEDERSEN, 2009, p. 6)

On the one hand Talmy (1991) considers the existence of a macro-event as a cognitive and specific conceptual, structuring universal for linguistic organization. Also, the author recognizes different types of language, when the conceptual structure of macro event is mapped onto each syntactic structure.

Both principal types of language, defined by Talmy (1991), are called Satellite-Framed Language and Verb-Framed Language. The main difference between them is that the first type has a nonverbal element associated with a verb whereas in the second there is not a nonverbal element associated with a verb (AMEKA; ESSEGBEY, 2013).

Talmy (2000) states that languages with a framing satellite regularly map the co-event into the main verb and that languages with a framing verb map the co-event either onto a satellite or into an adjunct, typically an adpositional phrase or a gerundive type constituent.

Such forms are called a co-event satellite, a co-event gerundive, and so on. The following excerpt by Talmy (2000, p. 223) illustrates how the both types of languages, Satellite-Framed (English) and Verb-Framed (Spanish) represent the core schema:

> Consider first a non agentive sentence with a motion-type framing event. In the English *A bottle floated out,* the satellite *out* expresses the core schema - here, the path - while the verb *float* expresses the co-event, which here bears the support relation of Manner to the framing event. By contrast, in the closest Spanish counterpart, *La botella salió flotando* 'The bottle exited floating', the verb *salir* 'to exit' expresses the core schema - again, the path - while the gerundive form *flotando* 'floating' expresses the co-event of Manner. Comparably for an agentive sentence with a state-change type of framing event, in the English *I blew out the candle,* the satellite

out expresses the core schema of the framing event - transition to a new state, that of being extinguished - while the verb *blow* expresses the co-event, one with the relation of Cause to the framing event. But in the closest Spanish counterparts, *Apagué la vela com un soplido/soplándola,* 'I extinguished the candle with a blow/blowing-it', the main verb expresses transition to a new state while the adjunct, either the prepositional phrase or the gerundive, express the co-event of Cause.

The differentiation presented by the linguist has direct influence to Brazilian students who speak Portuguese as L1, because it belongs to a Verb-Framed type that lexicalize in the verb root, the movement and trajectory such as Semitic and Polynesian, Japanese and Romance languages, among which is the Brazilian Portuguese. Meireles (2019). "The Portuguese language comes from Latin".[2] (CUNHA; CINTRA 2013, p.9)

"Learners who speak a Latin-based language may be tempted to use words that resemble words in their own language in place of multiword forms, e.g. *pacify* instead of *calm down, elevate* instead of *lift up, mount* instead of *get on (to).* "(PARROT, 2000, p. 147)

Therefore, the study of Talmys' theory is directly related to the study of PV, since the theory suggests that two events can be thought of and expressed as a single event. (SPRING, 2018).

For example, the sentence

22 .(1) '*Jack skipped across the park*'

contains both the information that

23.(i) *Jack was skipping*

and that

24. (ii) *Jack travelled from one end of the park to the other*

but these two actions are introduced as one single event. (SPRING, 2018).

According to Talmy (1985), this phenomenon occurs in every language, but in different ways. In English, it is generally done through the use of a verb that tells the co- event, i.e. what is happening or why/how it is happening, and a satellite that tells the main-event, i.e. the change or final result of the

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[2] A Língua Portuguesa provém do Latin.

action. In the example sentence, the fact that Jack was skipping is communicated through the verb skip, and the change from one location to another is communicated through the satellite across. While Talmy (1985, 2000, 2009) argues that satellites can be prepositions, particles, or adjectives in English, and thus the total scope of event conflation is beyond that of PVs, the example sentence given indicates that PVs are indeed contained within this theoretical construct (i.e. the two events are conflated into the PV skip across), and this wide scope allows it to be used to explain many different PV particles. PVs can then be explained as being a combination of two separate meanings – one coming from the meaning of the verb (i.e. the co-event) and one coming from the particle (i.e. the main event). SPRING, (2018, p. 122)

In addition to this, "only a limited number of languages possesses phrasal verbs, which necessarily limits the possibility of successful transfer for those learners whose first languages (L1s) lack phrasal verb constructions." (WHITE, 2012, p.420).

2.2.1 - Phrasal Verbs with Literal Meaning

According to Parrot (2000. p. 145), and Murcia, Freeman (1999, p. 432) the literal PV do not represent difficulties to students, once the components of the structure keep their meaning. (see examples 25,26 and 27):

25. *They need to stand up so we can see them*.

26. *Then let's fill up the water tanks*

27. *Toxic chemical leaked out of a storage tank and into the ground water*

In these examples, the PV are used literally. For instance, *fill up* literally refers to water being poured into a tank, and as more water goes in, the level rises (goes up). These are the easiest PV for English language learners (ELLs) to learn, as their meanings are transparent and easily derived from the meanings of the verb and particle." (THOM, 2017, p. 45-46).

The transparent meanings of PV are easiest because they are mathematically based and rule-governed, like syntax representations, what the formal traditional semantics classify as Full Compositional Approach:

> In formal semantics, meaning is taken to be mathematically based and rule-governed, analogous to traditional representations of syntax as rule governed. Lexical items are viewed as "building blocks" that are lined up in different arrangements (syntax) to form complex expressions, with meaning being constructed of the aggregate of the individual linguistic components. Each lexical item contributes a portion of literal meaning; no additional meaning, beyond the compilation of meanings contributed by the individual lexical items, accrues. (MAHPEYKAR and TYLER (2014, p. 6-7)

In this way the student can recognize the words that construct the structure, of which they hold previous knowledge, and decode the meaning of the PV.

However, when the words, together, do not correspond to the meaning of the single words, the level of difficulty and possible difficulties can arise because of this complexity.

This kind of expression is known as idiomatic and needs more resources from the learner to understand: our knowledge of the world, the meaning provided by the context, and cognitive mechanisms such as metaphor, metonymy, and mental spaces. (MAHPEYKAR; TYLER 2014, p. 7)

In addition, the analysis of the idiomatic expressions is important, specially to students. In order to recognize their peculiarities, the next section will show some of the main features that cause avoidance in learners.

2.2.2 - Phrasal Verbs with Metaphorical Meanings

This is a very large category in which the verb + particle have little or no relation to their literal meanings for example, *make up* can mean 'invent', as in *make up a story*, *take off* can mean 'imitate', as in *take off* the Prime Minister. (ALEXANDER, 1988)

To illustrate, the following examples (28,29,30,31,32 e 33) show the metaphorical meanings with the verb bring:

28. *bring **up** the children* (= train/educate)

29. *bring **off** a deal* (= complete successfully)

30. *bring **on** an attack of asthma* (= cause)

31. *bring somebody **round** to our point of view* (= persuade)

32. *bring someone **round*** (= revive)

33. *bring **down** the house* (= receive enthusiastic applause) (ALEXANDER, 1988, p. 168)

Even though out of the syntax view of construction seems to be more logical than figurative ones, the meanings of idiomatic expressions are not arbitrary but can

be seen as motivated by metaphors that link domains of knowledge to idiomatic meanings. In other words they are not simply a matter of language but products of our conceptual system. (KOWAKS, 2020, p. 146). "There is some systematicity in how meaning is represented by PV." (MURCIA, FREEMAN, 1999, p. 432).

Fadanelli (2011), says that conceptual metaphors allow us to produce and understand abstract concepts making use of our physical concrete experience. She presents the concept of Orientational Metaphor by Lakoff and Johnson (1980:14) that works as a prototype to give us spatial orientation, for instance *up-down* vertical orientation.

Therefore the use of particles can give orientation about the metaphoric meaning if combined with the context as for example the idea of container *in-out* and the idea of rise or decrease *up-down*.

"By mapping spatial relations and metaphorical extensions of these relations onto image schemas instantiated by the particles up and out, Lindner (1981) convincingly showed how these particles systematically contribute meaning to phrasal verbs." (WHITE, 2012, p. 421)

In a systematic proposal, Lakoff's theory shows the concepts of metaphor, classifying in Structural, Orientational and Ontological. The Structural is understanding and experiencing one kind of thing in terms of another.

For example:

34. When you *have* a good idea, try to *capture* it immediately *in* words.

The Orientational metaphor, *up-down*, *in-out*, *on-off*, *deep-shallow*, *central-peripheral*, based in our physical and cultural experience.

For example:

35. I'm feeling *up*.

The Ontological goes beyond mere orientation to understand our experiences in terms of objects and substances. Example:

36 .- Quantifying - It will take a lot of patience to finish this book. (LAKOFF, JOHNSON, 1980, p. 24).

The ontological can be personification and metonymy. Personification is imputing human qualities to things that are not human. Example:.

37. Inflation has robbed me of my savings (inflation acting as a person and being an adversary). (LAKOFF, JOHNSON, 1980, p. 28).

Metonymy is the part of the whole, referential function – Example:

38. I've got a new set of wheels. (= car, motorcycle. etc.) (LAKOFF, JOHNSON, 1980, p. 30).

Furthermore, another important view of the metaphors provided by Lakoff, Johnson's theory is that parallel with the body experiences that generate the orientational metaphors, our emotional experiences are much less sharply delineated in terms of what we do with our bodies.

No sharply defined conceptual structure for the emotions emerges from our emotional functioning alone. Therefore, between our emotions and our sensory-motor experiences, these form the basis of orientational metaphorical concepts and allow us to conceptualize our emotions in more sharply defined terms.

Thus, "the metaphorical PV needs to be understandable through other resources beyond the single study of the morphological and syntactic aspect, it is essential the use of the cognitive semantics whose argue that the mind is embodied and that conceptualization and reason are related to imaginative processes (metaphors, metonymies, prototypes, mental spaces, etc."(PIEROZAN, 2016, p. 289).

Overall, the metaphorical meanings of PV require specific methodologies to teach considering the concepts to be learned.

3 CHALLENGES IN TEACHING PHRASAL VERBS

Besides all difficult matter Brazilian students of English can face, one that has large use by English native speakers and at the same time no correspondent in

Portuguese is the PV. The difficulties in dealing with the issue is supposed to produce avoidance.

Therefore, it is important to understand what causes the avoidance in order to comprehend the students' difficulties. Moreover, it is also important to know some specific methodology to apply in classes to improve lessons and make the students fond of the issue.

Teaching the topic of PV to students should be much more elaborate than other topics considering their peculiarities and the large use for native speakers, which turns the issue relevant. Like Barekat, Baniasady (2013, p. 97) explain, second language learners will often try to avoid using a difficult item or structure in the second language, and will instead use an alternative item or structure, which they perceive as simpler.

The structure of PV is difficult due to having no parallel in L1 as Dagut; Laufer (1985, p. 73) state, the aspect related to structure is that since students cannot find a pattern to transfer to their first language, they tend to avoid using these structures.

Contrasting the avoidance of literal and figurative PV Liao; Fukuya (2004. p. 93) state that:

> The difficulty of figurative PVs in contrast with literal PVs may reside in their semantic nature (Dagut & Laufer, 1985; Hulstijn & Marchena, 1989; Laufer & Eliasson,1993). In a figurative PV, the meaning departs from its individual components. As figurative PVs often take on idiomatic meanings, learners find it difficult to map their meanings with their forms. On the other hand, it is relatively easy for them to get the meaning of a literal PV by combining the meanings of its verb proper and particle. In addition, for learners whose L1 lacks such flexible verb + particle combinations, such as the Hebrew learners in Dagut and Laufer (1985) and the Chinese learners in the present study, the difficulty also lies in the control of the components (the verbs and the particles) in figurative PVs

Thus it is important to guide students through some "idiomatic" PV by analyzing their component parts and then looking for a logical relationship within a specific context. MURCIA, FREEMAN (1999,p.434,).

> The basic question is: how are we able to talk about abstractions or non-observable things like time, emotions, social relations, interactions, thoughts, etc., things we cannot see except when they have external consequences? There is usually only one way, namely to see them the way we see concrete objects. Such viewing processes are metaphors. Language is essentially metaphorical RUDZKA-OSTYN (2003, p. 5)

To decode a literal PV, an advanced student might have no problem because he or she can denote by the meanings that he or she already learnt. The problem is with the metaphorical PV, because of the idiomatic charge. Hulstijn, Marchena, (1989), analyzing a research of Dogut, Laufer (1985), in students who speak Hebrew as L1, say

> Avoidance of phrasal verbs was highest for the figurative and lowest for the literal phrasal verbs. We believe this suggests that for phrasal verbs with specific (as opposed to general) meanings, avoidance need not necessarily be explained in terms of a structural contrast between English (presence of phrasal verbs) and Hebrew (absence of phrasal verbs), but rather can be explained better in terms of semantic considerations.

At this point, knowing the metaphorical meaning is important but this is intrinsic to the culture that eventually could bring upon it. But, it is important to create possibilities to the students to get closer to this proper expression. Elements and curiosities about the culture can handle this challenging topic, even because as Trebits (2009, p.470) says, PV, as many other one-word lexical verbs, may have a number of different meanings depending on the context in which they are used.

So, it is important to expose students to the context in wich use metaphorical PV in order to associate the meaning with the usage.

Dirven, (2001), analyzing Tyler, Evans' Theory of Cognitive Linguistics states that in the metaphoric, because of this minimal specification provided by linguistic forms, a large amount of information is to be inferred from the hearer's knowledge of the world.

To enhance the teaching of PV method it is important to know a little about methodologies theories, in this way (HARMER, 2010, p. 20):

> (…) one of the teacher´s main aims should be to help students to sustain their motivation. We can do this in a number of ways. The activities we ask students to take part in will, if they involve the students or excite their curiosity-and provoke their participation – help them to stay interested in the subject. We need, as well to select an appropriate level of challenge so that things are neither too difficult nor too easy. We need to display appropriate teacher qualities so that students can have confidence in our abilities and professionalism.(…)

In addition, this approach needs to be carefully thought. (DAVIES; GARDNER, 2011) suggests some pedagogical applications for PV teaching, both of them are interesting to the Brazilian L1 students as: "ample exposure (contextualized and

decontextualized) to the top 100 phrasal lemmas, with priority given to 25 lemmas (covering nearly one third of all phrasal verb constructions".

In particular, this difficulty, that causes avoidance, is due to difference between the two languages defined by Navarro and Nicoladis (2005, p. 102), such as:

> This challenge becomes even more evident when the two languages differ on how semantic elements are represented at the sentence level. Learners have to reformulate their existing meaning-form patterns in order to incorporate other patterns that may respond to very different orders

To get closer to native-like speaking it is essential to decrease the avoidance in the usage of PV. Using PV is crucial to fluent English and to sounding native-like. Because PV are widely used in spoken informal discourse, failure to use them in such situations is likely to make language sound unnatural and non-idiomatic (Siyanova & Schmitt, 2007). GARNIER, SCHMITT (2014, p. 2)

Related to the semantic aspects the major cause of avoidance is due to the idiomaticity, some authors as Puente (2013, p.25) who says:

> The meaning of the individual particles in phrasal verbs is an issue which requires closer inspection, because of their central status in the compound. The semantic changes caused by the addition of a particle to a verb are probably what make phrasal verbs such an idiosyncratic feature of the English language so close to idioms and phraseological units. Most scholars seem to agree that the particles occurring in phrasal verbs were used in previous stages to denote location or direction (cf., e.g., Denison 26 1985: 48) and they eventually came to express other more metaphorical meanings. In general terms, five different types of particles can be distinguished, namely literal, aspectual and/or aktionsart, metaphorical and also those particles which form a semantically non-compositional unit with the verb to the point that the individual meanings of the two elements can no longer be discerned.

To better understand this topic some authors have researched about what causes avoidance as Hsieh; Hsu (2010) say "there is no escaping the fact that they play a crucial role in language learning. This also indicates the necessity of incorporating PVs in a curriculum to reinforce learner's knowledge in the target" Kovákcs (2014) highlight that:

> while native speakers learn them throughout the normal acquisition process, foreign language learners have to train themselves in order to use phrasal verbs in the proper context. Phrasal verbs therefore deserve to be an important part of vocabulary learning".

Therefore, it is important to work more in classes with the structure of the PV

to understand the topic, such as: creating spaces to train the language in use, working with structures and meanings with the words, united and separated in order to contrast the frames and clear they function.

4 SUGGESTIONS FOR TEACHERS TO WORK WITH PV
4.1 METHODOLOGIES TO HELP THE LEARNING OF PHRASAL VERBS

In order to decrease the PV avoidance observed in students, the process of learning must explore pedagogical methodologies. "Since the character of mental imagery seems to have an obvious connection with the neurological and cultural conditioning that man has been subject to for thousands of years." Kurtyka (2000, p. 35) The imagery can be used to represent the spatial relations from PV particles.

Kurtyka (2000), presents some important approaches, one of them is used in course books for Certificates of Proficiency, as in Cambridge Examinations for example. In this approach, the emphasis is on syntactic elements which take the verb or particle itself as the starting point. The author presents examples like: concentrate common verbs as *come* (followed by a*bout, into, out, round, down,* etc.) or prepositions *away* (as in *break away*), *down* (as in *settle down, wear down*).

Another approach cited by Kurtyka (2000) is the one with emphasis in semantic elements, using the exercises organizing common PV around themes such as "relationship problems", "illness" or "family relationships". Citing another exercises of the context of "family" involves PV such as: *grow up, bring up, get on*…

Another contextualized input cited by Kurtyka (2000), presenting the verbs through short and long texts of various sorts, preceded by lists of PV and their meanings, also shows the emphasis on both: syntactic and semantic elements. The exercise starting a section on the semantic analysis of the most common particles; for instance, *up*, refers to - an upward movement - e.g.

39. *The sun is coming up*;

an increase or improvement - e.g.

40. Sales have gone up in the past year;

completing or ending - e.g.

41. We used up all the eggs

and approaching - e.g.

42. A taxi drew up

The author ponders that in all approaches it is missing the imagery factor that is not supported just for a drawing and may be insufficient. So he presents the cognitive linguistic view of PV represented by Rudzka-Ostyn's in the book *English phrasal verbs: A Cognitive Approach,* whose target readership is essentially the learner of English as a foreign or second language, in their broadest sense. (KURTYKA, 2000, p.36)

"The interest in teaching PV using the cognitive approach grew out of Langacker's effort in linking language learning to the cognitive processes in the human mind." Al-Otaiby (2019, p.11). "The best-known proposal posits a set of image schemas, described as schematized patterns of activity abstracted from everyday bodily experience, specially pertaining to vision, space, motion, and force." (LANGAKER, 2008, p.32).

"Rudzka-Ostyn's (2003) *Word Power: Phrasal Verbs and Compounds* is the first textbook on teaching PV using a cognitive approach. Rudzka-Ostyn (2003) model is based on Lakoff conceptual metaphor." Al-Otaibi (2019, p.12). Her model uses the concrete form to understand abstract meanings. (AL-OTAIBI, 2019).

Rudzka-Ostyn's (2003) metodology considers that it is easier to talk about abstract actions by seeing them as concrete movements, for example in verbs of motion, they can be physical and can be performed, for example with one's hands and legs (*wipe, drag, break, throw; walk; run; jump, climb*), or abstract (*think, sell, buy, refer)*. Most of these verbs of motion can and will also be used to designate abstract, non-visible changes: (RUDZKA-OSTYN'S, 2003).

43. (A) physical, spatial motion → (B) abstract motion

1a to *drag* a person *out of* the house   1b the meeting *dragged on/dragged out*

2a to *run up* the hill   2b to *run up* expenses; – against opposition

3a to *throw out* old clothes, shoes   3b to *throw* a person *out* of a club

4a to *get out* of the house   4b to *get out* of the mess/the problems

5a to *run out* of a building on fire   5b to *run out* of money; my pen has *run out*

6a to *run off* the edge of a crevasse   6b to *run off* 100 copies of (an advertisement)

7a to *skim off* the cream (from the milk) 7b to *skim through* (a book, a document) (RUDZKA-OSTYN'S, 2003, P. 2).

The use of the particles also may cause problems to students mainly because in some case they can be purely idiomatic or transparent in meaning. The use of symbols to represent parts of PV are abstract because they refer to abstract domains such as emotions, thoughts, situations, states, etc. (RUDZKA-OSTYN'S, 2003)

We unconsciously foreground or focus on a (moving) entity and view it against a background seen as container or surface. The moving entity focused on is called trajectory whereas the container or surface which serves as the background is called landmark. (RUDZKA-OSTYN'S, 2003, p.9). For example:

44.	moving entity trajector	point/container/ surface landmark
(1) John went home.	John	home
(2) There is a fly on the wall.	fly	wall
(3) Ten convicts broke out of the prison	convicts	prison

(RUDZKA-OSTYN'S, 2003, p.10).

From this point the author presents the imagery from particles based on drawings representing the movement. For example: an entity represented by small black rectangle, and the trajectory represented by the movement.
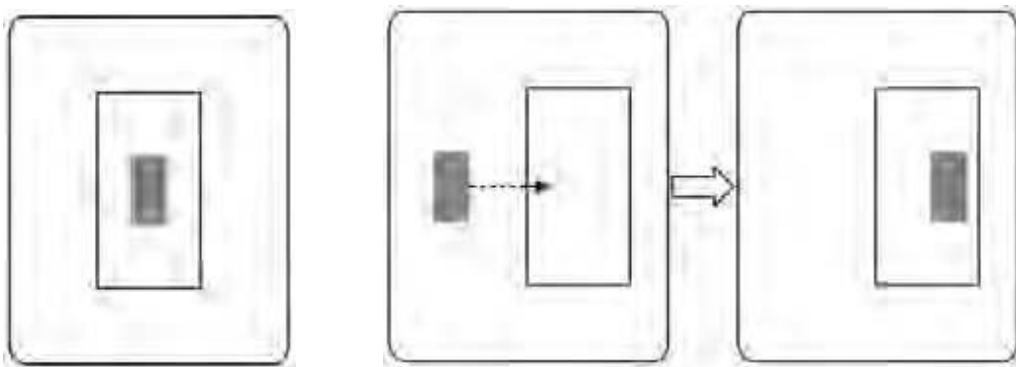
(Figure 1) *OUT* is leaving a container:
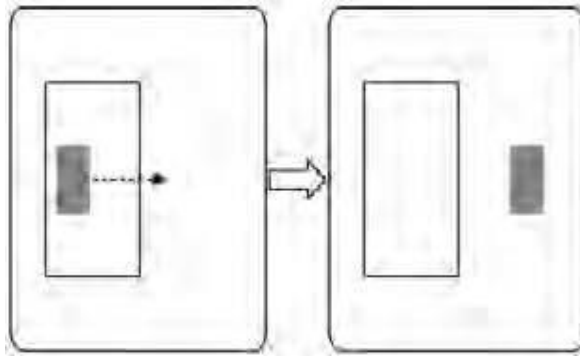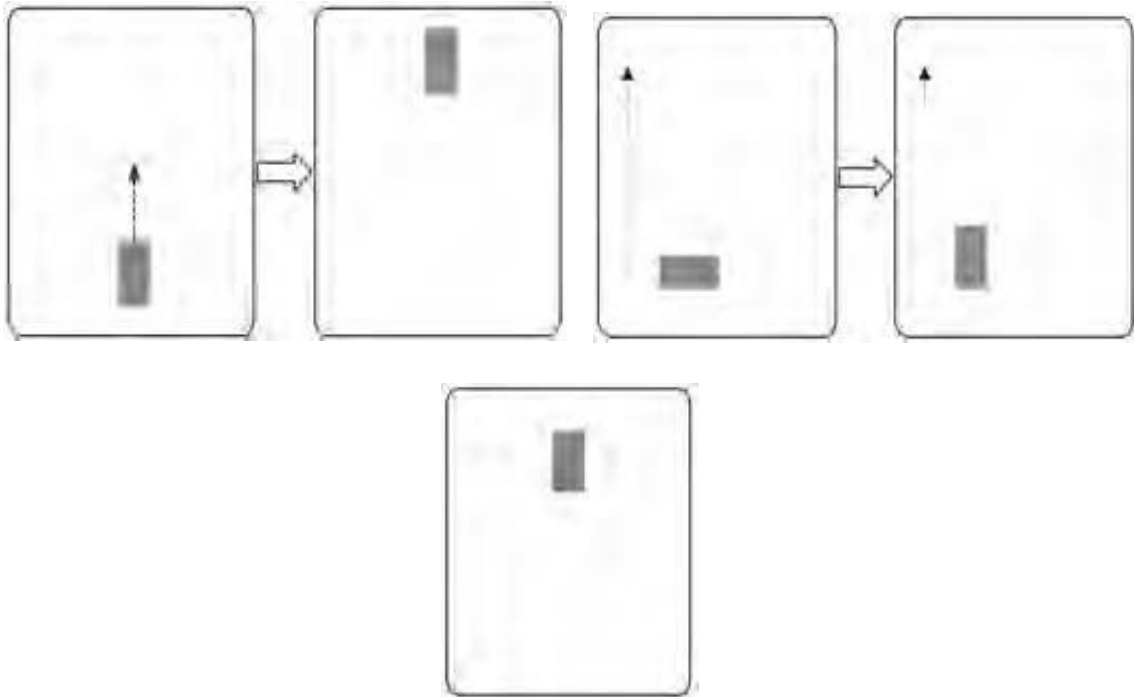

(RUDZKA-OSTYN'S, 2003, p.14.).
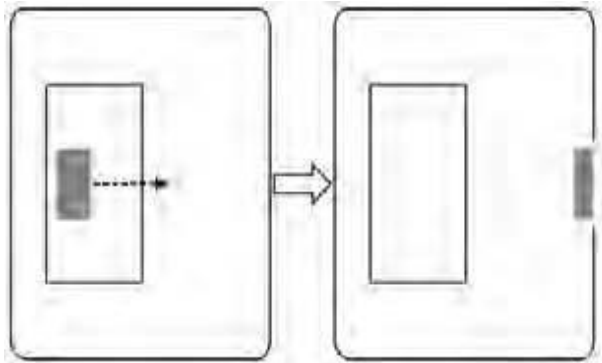
(RUDZKA-OSTYN'S, 2003, p.14).

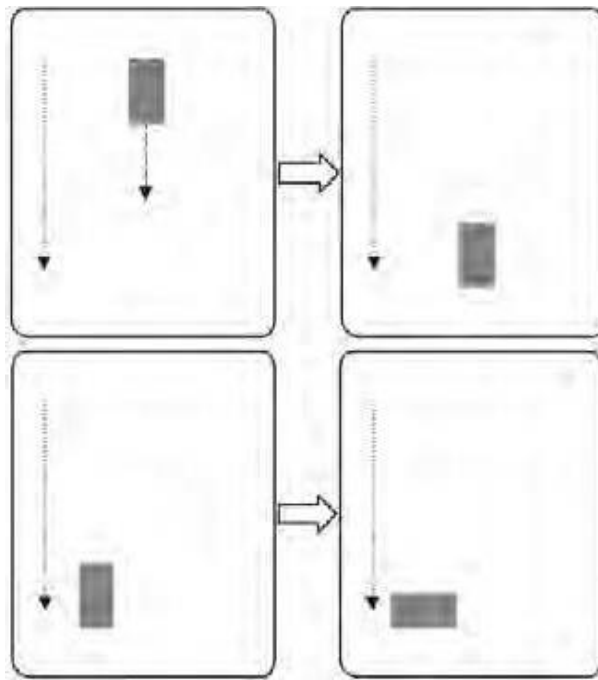**(Figure 2)** *IN* is entering or being inside a container

(RUDZKA-OSTYN'S, 2003, p.48).

(Figure 3) *UP* is positive verticality

(RUDZKA- OSTYN'S, 2003, p.75).

(Figure 4) *DOWN* is negative verticality

(RUDZKA-OSTYN'S, 2003, p.104).

Another point of view suggested by Davies, Gardner (2007) is the frequency of usage of PV. Hence they listened some important pedagogical methodologies in how to use their corpora data, such as memorizing those that occur much more often in phrasal verb constructions than in prepositional phrases (i.e., *out*, *up*, *down*, and *back*) being taught to look up for a corresponding verb and when can separated by one or more intervening words e.g.

45. *turn down* the offer versus *turn* the offer *down*.

The usage of the top 20 lexical verb lemmas functioning in PV that cover 53.7% of all phrasal verb tokens in the BNC (GO, COME, TAKE, GET, SET, CARRY, TURN, BRING, LOOK, PUT, PICK, MAKE, POINT, SIT, FIND, GIVE, WORK, BREAK, HOLD, MOVE) and the flexibility of combination with the particles OUT, UP, ON, BACK, DOWN, IN, OFF, OVER. (DAVIES, GARDNER 2007)

Electronic resources such as WordNet (Miller, 2003) and VIEW (Davies, 2005) could be used to ascertain these senses, and provide example contexts for exposure and practice. (DAVIES, GARDNER 2007)

(Figure 5) Word Senses of Frequent Phrasal Verbs

Word Senses of Frequent Phrasal Verbs

Table 7 displays the word-sense frequencies from WordNet (Miller, 2003) for the top 100 PVs in the BNC. These values underscore the need

TABLE 7
Number of WordNet Senses for Top 100 Phrasal Verbs (PVs) in BNC

PV	Senses	PV	Senses	PV	Senses	PV	Senses
Go on	5	carry on	4	put on	9	move in	3
Carry out	2	go up	7	bring out	9	look around	1
Set up	15	get out	7	move on	1	take down	4
Pick up	16	take out	14	turn back	4	put off	5
Go back	4	come down	5	put back	5	come about	1
Come back	5	put down	7	go round**	5	go along	3
Go out	6	put up	8	break up	19	look round***	0
Point out	3	turn up	5	come along	2	set about	3
Find out	4	get on	7	sit up	2	turn off	3
Come up	12	bring up	8	turn round**	3	give in	2
Make up	8	bring in	5	get in	5	move out	2
Take over	8	look back	8	come round**	1	come through	4
Come out	11	look down*	5	make out	10	move back	1
Come on	5	bring back	2	get off	11	break off	5
Come in	5	break down	8	turn down	5	get through	5
Go down	8	take off	9	bring down	6	give out	4
Work out	8	go off	6	come over	1	come off	3
Set out	3	bring about	5	break out	5	take in	17
Take up	13	go in	1	go over	4	give back	1
Get back	4	set off	7	turn over	9	set down	6
Sit down	3	put out	10	go through	5	move up	2
Turn out	12	look out	2	hold on	5	turn around†	0
Take on	5	take back	6	pick out	2		
Give up	12	hold up	7	sit back	2		
Get up	8	get down	7	hold back	5		
Look up	1	hold out	5	put in	7		

Note. Total senses = 559. PV = phrasal verb. *Consulted *Longman Dictionary of Phrasal Verbs* (Courtney, 1993). **WordNet = *around*. ***See *look around*. †See *turn round*.

(DAVIES, GARDNER, 2007, p. 352)

Another feature of PV is the polysemous highlighted by Garnier; Schmitt (2014). It came from combinations of words in English.

> One particularly interesting finding in Gardner and Davies' study is that PVs are highly polysemous lexical items, with the PVs on their list having 5.6 meaning senses on average. This means that, in reality, the learning load of PVs is probably greater than most other words or word combinations in English. This 5.6 meaning sense average figure suggests that mastering the most frequent PVs in English does not entail knowing only 100 or 150 form–meaning links, but between 560 and 840. (GARNIER, SCHMITT, 2014, p. 4).

"Phrasal Verbs can be polysemous, a verb such as *check out* and can have many meanings." For example:

46. I need to *check out* by 1pm.

47. I went to the library to get a book, but someone have already *checked it out.*

48. Be sure to *check it out* before you buy it

49. *Check it out*!

50. If you have fewer than 10 items, you can *check out* in the express lane (MURCIA, FREEMAN, 1999, p.)

In a functional approach these variations of PV, as well as any grammar point, can be learned by listening to dialogues provided by course books, identifying the relevant features of the context of situation; being asked to compare similar texts produced on different occasions where the language, or to advanced students be asked about what choices of wording and meaning construe what aspects of the context. (HASSAM; PERRET, 1994).

One example of exercise to train the use, according to Murcia, Freeman, (1999), is the dialogue that uses forms that are accurate and meaningful but are not what a native speaker of English would probably say. The students are asked to listen to the dialogue first and then to read it, rewriting the verbs so that they are more appropriate for conversational English, as shown below:

> *Linnea:* Hey, Lauren, I heard that guy finally asked you for a date.
> *Lauren:* Yea, well, actually. Pam arranged the meeting.
> *Linnea*: How did it go?
> *Lauren*: Well, first he telephoned me at 8 in the morning and it was necessary for me to leave my bed. I was quite annoyed. It was Saturday morning. Then he said he wanted to have a date with me

that night
Linnea: So, what happened?
Lauren: Well, he was supposed to arrive at 7, but he didn't stumble when he entered. I think he may have been drinking. He came an hour late because he said that his car had stopped working. Then he said there was no more gas in it.
Linnea: I would have abandoned him.
Lauren: Yeah. I told him to leave, I said that I couldn't take any more. (MURCIA, FREEMAN, 1999, p.438)

Another methodology that can help to develop didactic material is the corpus linguistic (LdC), supported by electronic resources as specific softwares. Ldc can offer information related to vocabulary, grammar, formality, informality and differences between written and spoken language. It is important to specify which type and variety of English will be used as base to material elaboration in order to affect the content to be included. Ldc is a good methodology to produce aids to make specific material to classes. (SARMENTO, FREITAS, 2009).

The PV topic is not easy to many students around the world. Particularly to Brazilian , this is a big obstacle to overcome. Mainly because their L1 do not have the PV structure. As shown throughout this paper, Portuguese is a Verb- Framed language that to express the movement and the direction through a verb. In the other hand English uses a verb plus a particle to express the same. It is important that students realize this feature to learn how to use the PV.

Most English courses and materials contemplate PV lessons and are very useful because they synthesize in few topics what is necessary to work with PV. This kind of material represents the traditional approach based on grammar structures. Hence, it is not enough to students really understand the importance. The traditional approach needs to be presented with the metaphorical approach as exposed by Lakoff, Johnson (1980) concept of Orientational Metaphor.

As long the purpose of this bibliographical research is to improve the knowledge of PV in order to improve the natural fluency of English and decrease the avoidance, the suggestions will be focus on this.

Analyzing some material used in classes it is possible to see how the topic is worked. The books contemplate big texts and exercises what is good to improve a big category of grammar topics. The lessons direct the English learning to a reading and writing competence most than oral communication.

For example, the figures below, from the course book Q:Skills for Success - reading and writing, by Colin S. Ward and Margot F. Gramer, Oxford, 2015, p. 147, show how a reading and writing book approach the PV question.

Figure 6 Vocabullary Skill

Vocabulary Skill — Phrasal verbs

A **phrasal verb** is a combination of a verb and a particle. Particles are usually prepositions, such as *up, on, in, down*, and *over*. When they are combined with a verb, however, they can change the meaning of the verb.

Compare these pairs of sentences.

The scientist was finished with her research, so she **ended** the experiments.
He tried to help the old man find the address, but he **ended up** taking him home.

Bob and Al like to **watch** ice hockey on the weekends.
Watch out for that rock! It looks as if it's going to fall!

The phrasal verb *end up* has a different meaning from the verb *end*.

| end | → | to finish |
| end up | → | to be in a situation after a series of events |

The phrasal verb *watch out* has a different meaning from the verb *watch*.

| watch | → | to look carefully or with interest at something |
| watch out | → | to be careful about something |

(WARD, GRAMER, 2015, p. 147)

Figure 7 Vocabulary Skill

> **A. Match each phrasal verb with its definition below. Look back at the readings or use your dictionary to help you.**
>
> ___ 1. set up (Reading 1, para. 4)   ___ 4. help out (Reading 1, para. 6)
>
> ___ 2. call out (Reading 1, para. 4)   ___ 5. point out (Reading 2, para. 5)
>
> ___ 3. figure out (Reading 1, para. 4) ___ 6. grow out of (Reading 2, para. 7)
>
> a. to tell or show something that people didn't know or think about
>
> b. to develop from
>
> c. to find an answer to something or to understand
>
> d. to prepare something
>
> e. to assist somebody
>
> f. to say something loudly or shout in order to attract attention
>
> **B. Complete this short article wth phrasal verbs from Activity A.**
>
> Darley and Latane _____ experiments with college
> students to _____ why no bystanders reacted to the murder
> of Catherine Genovese. Their study helped _____ new
> information that they didn't expect. They discovered that the presence
> of more people at a scene makes people feel less responsible. The study
> also showed that people in groups don't react to a problem if nobody
> else acts or looks concerned. They assume that nothing is wrong, even if
> they hear someone _____ for help. There have been other
> experiments since Darley and Latane's findings. Probably even more
> studies will _____ their research because psychologists are
> very interested in knowing more about what other factors affect people's
> decisions to _____ those in need.
>
> **iQ ONLINE C. Go online for more practice with phrasal verbs.**
>
> 148   UNIT 6 | Why do people help each other?

(WARD, GRAMER, 2015, p. 148)

The presented material demonstrates a traditional approach of PV teaching. It is possible to verify that it is not used imagery schemas to represent the conceptual metaphors. In this case teacher can use the imagery by Rudzka-Ostyn's related to *up* and *out* particles.

Here the suggestion is that even in the case of reading and writing, the use of PV could be more explored to show the importance of the topic. Mainly because the use of PV happens in informal texts and communications.

Moreover, the teacher can talk about PV and introduce the theme to create curiosity and propose more activities. It is important to show more situations where

PV can be used and more uses related to the particle.

In the following image extracted from the book Grammar Games, by Mario Rinvolucri, Cambridge University Press, 1984, p. 40, there is an example of how the teachers can use more PV in other ways, working in groups.

Figure 8 Competitive Games

Competitive games

I.10 The best sentence

GRAMMAR: Phrasal verbs
LEVEL: Upper-intermediate to advanced
TIME: 30–40 minutes
MATERIALS: None

In first class

1 Divide the students into four groups.

2 Give each group four phrasal verbs e.g.:

Group A	Group B	Group C	Group D
put off	catch on	walk out on	draw up
bring about	come up with	put up with	get down to
hint at	cut down on	back up	face up to
put across	part with	enlarge on	turn out for

3 For homework ask each student to write one illustrative sentence to bring out clearly the meaning of each of the verbs allotted to his or her group. Tell the students that in the next class they will be voting, within their groups, on which sentences best illustrate the meanings of the four verbs.

In second class

1 Ask the students to sit in the same groups as in the first class.

2 Ask them to take the first verb allotted to their group: each person is to read out his or her sentence illustrating that verb. Within each group they then vote on which is the best sentence in terms of making clear the meaning of the verb. They do this for the other three verbs. At this stage there may be disagreements as some verbs have more than one possible meaning. Go from group to group correcting inadequate sentences.

3 Rearrange the students into new groups so that each has people from A, B, C, and D in it. Ask the students to teach each other their set of verbs using their own illustrative sentences and the one(s) judged best in their original group.

40

In a game format, dividing sixteen PV in four groups the activity is a form to learn a good number of PV in an interesting way. This work can challenge the students and prepare them to a step more in understanding PV. As Harmer (2003) says to involve and provoke the participation of the students.

The figure below extracted from a grammar book called English Grammar in Steps, by David Bolton and Noel Goodey, Richmond, 2014, p. 102-103, shows features from PV.

Figure 9 Grammar perspective

32 Phrasal verbs: *He took off his coat*

Monday, February 3rd
A bad day! I woke up with a headache. I got up late. I turned on the radio. The news was bad, so I turned off the radio and had a shower. The water was cold. Then I went out for a walk. It was raining.

Step 1 What are phrasal verbs?

- Phrasal verbs are usually two-word verbs (a verb + an adverbial particle): *wake up, go out, turn on*, etc.
- We can use different particles with the same verb. The particle changes the meaning of the verb.
  *I turned **on** the radio. I turned **off** the radio.*
- Phrasal verbs are very common, especially in informal English.
  We could say *I awoke with a headache*, but this is very formal. We normally say: *I **woke up** with a headache.*

CHECK QUESTIONS 1 ▶ **What are the five phrasal verbs?**
I sat down, had breakfast, washed up and set off for work. When I went out, the sun was shining. It went on shining all day.

Step 2 Different types of phrasal verb

Tuesday, February 4th
The car broke down. I rang up a garage. The mechanic found out why I'd stopped – I'd run out of petrol!
I don't get on with the people at work, so today I filled in an application form for a new job. I put it down somewhere in the office. Now I can't find it!
At home I switched on the TV. Food prices are going up. I must give up expensive ready meals. And the government's planning to put up taxes. I'm not looking forward to that. They've already put them up twice this year.
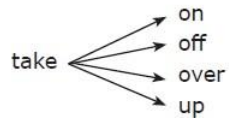I've just worked out that I'll soon have no money. I can't go on like this.

- Some phrasal verbs never take an object.
  *The car **broke down**. I can't **go on** like this. Food prices are **going up**.*

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Figure 10 Grammar perspective

- Most phrasal verbs can take an object. The object can usually go before or after the particle.

verb	+	particle	+	object		verb	+	object	+	particle
I rang		*up*		*a garage.*	OR	*I rang*		*a garage*		*up.*
I switched		*on*		*the TV.*	OR	*I switched*		*the TV*		*on.*

- But if the object is long, it usually goes after the particle.
  *I filled in **an application form**.* (NOT I filled an application form in.)
- If the object is a pronoun the construction is always:

verb	+	pronoun	+	particle
I put		*it*		*down.*	(NOT I put down it.)
They've put		*them*		*up.*	(NOT They've put up them.)

- Some phrasal verbs are three-word verbs with a particle + a preposition. The object can only come after the preposition.
  *I don't get **on with** the people at work.*
  *I'd run **out of** petrol! I'm not looking **forward to** that.*
- (For a list of phrasal verbs see Appendix 4.)

CHECK QUESTIONS 2 **Are these right or wrong?**
1 They're going to put taxes up.
2 They're going to put up taxes.
3 They shouldn't put up them.
4 I'm not looking it forward to.

The summary of the grammar is good, but it does not explain to students the differences between satellite and verb framed languages, neither shows the absence of PV in verb framed language. It is a kind of traditional view of grammar that does not contemplate the Talmy´s (1999) point of view about the relationship between semantic elements and syntactic forms and how semantics is expressed through syntax, as already presented in this work.

Without this explanation the PV cannot be really understandable as an indispensable topic to be learned.

The teacher compares formal words and PV to show the students the corresponding in PV they should use in order to develop the fluency. It is important to show the differences between literal and metaphorical PV, as Mahpeykar; Tyler (2014) states about syntax as a rule governed while idiomatic needs more resources from the learner to understand.

The figure below shows a suggestion to work with particles taken from the website "teachthis.com".

Figure 11 and 12 Use of particles

A. Complete the sentences by choosing phrasal verbs and writing them into the sentences in their correct form. To help you, there are words in brackets next to each sentence that describe the meaning of the phrasal verb.
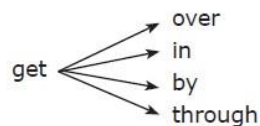
take
- on
- off
- over
- up

1. The plane couldn't _____ because of a storm. (leave the ground and fly)

2. He's going to _____ photography in his free time. (start to learn)

3. The company is expanding and _____ new staff. (recruiting)

4. The company was _____ by a big multinational. (taken control of)

go
- off
- on
- through
- down
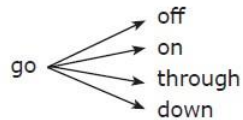
5. A lot of people were injured when the bomb _____. (exploded)

6. I can't do my work because the Internet has _____ (stopped working temporarily)

7. Please _____. I'm very interested to hear what you have to say. (continue)

8. Let's _____ the report again to make sure we've included everything. (look carefully at)

come
- over
- up
- across
- out
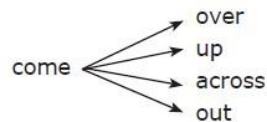
9. I'm sorry. I have to cancel our meeting. Something urgent has _____. (happened)

10. It would be great if you could _____ this weekend. (visit me)

11. The rain stopped and the sun _____. (appeared)

12. I _____ an old school friend in the street yesterday. (met)

get
- over
- in
- by
- through

13. I phoned many times but the line was busy, so I couldn't _____. (make contact)

14. It's taken her a long time to _____ her illness. (recover from)

15. What time does your plane _____? (arrive)

16. How are we going to _____ without you? (manage)

This is a good way to show how the particle changes the meaning of the verb and it is easier for the student to visualize the differences in PV compositions with the same verb.

One of the most significant findings to emerge from this study is that a list of PV cannot contemplate all subjects regarding the issue. As Darwin, Gray (1999, p. 74) say:

> The final idea Bolinger (1971) reports, which is not a test at all, is to define phrasal verbs by simply listing them, but as he points out, this method has two obvious faults. The first is that the phrasal verb is one of the most productive ways to create new lexical items in English. Thus, the list would be out-of-date before it was created. The other problem is that of regional differences. A citizen of Great Britain and a citizen of the U.S. find many of each other's phrasal verbs odd.

However, a list based in a corpus register with ranking and alphabetical order can be valuable to guide studies and made classes in order to work with the more used PV.

Overall, this study strengthens the idea that the more amount of PV knowledge the better will be to achieve the fluency. In this way the following list taken from Garnier, Schmitt (2014, p.20-22) can be useful to the purpose of increasing the use of PV.

1 - *Alphabetical index with ranking order.*

B
Back up (95)
Blow up (99)
Break down (55)
Break off (145)
Break out (114)
Break up (80)
Bring about (107)
Bring back (44)
Bring down (110)
Bring in (47)
Bring out (81)
Bring up (45)
Build up (84)
C
Call out (92)
Carry on (100)
Carry out (36)
Catch up (53)

Check out (49)
Clean up (65)
Close down (148)
Come about (147)
Come along (112)
Come around (140)
Come back (3)
Come down (31)
Come in (14)
Come off (132)
Come on (25)
Come out (7)
Come over (89)
Come through (138)
Come up (4)
Cut off (61)
E
End up (18)
F

Figure out (21)
Fill in (141)
Fill out (121)
Find out (6)
Follow up (137)
G
Get back (19)
Get down (88)
Get in (98)
Get off (56)
Get on (127)
Get out (13)
Get through (117)
Get up (23)
Give back (128)
Give in (143)
Give out (142)
Give up (16)
Go ahead (32)

Go along (144)
Go around (115)
Go back (5)
Go down (26)
Go in (54)
Go off (60)
Go on (1)
Go out (8)
Go over (74)
Go through (76)
Go up (33)
Grow up (10)
H
Hand over (129)
Hang on (82)
Hang out (86)
Hang up (75)
Hold back (118)
Hold on (77)
Hold out (79)
Hold up (38)
K
Keep on (102)
Keep up (57)
L
Lay down (108)
Lay out (73)
Line up (71)
Look around (52)
Look back (34)
Look down (42)
Look out (46)
Look up (20)
M
Make out (104)
Make up (17)

Move back (120)
Move in (90)
Move on (50)
Move out (131)
Move up (124)
O
Open up (48)
P
Pass on (133)
Pay off (78)
Pick out (125)
Pick up (2)
Point out (9)
Play out (113)
Pull back (82)
Pull out (39)
Pull up (63)
Put back (96)
Put down (58)
Put in (149)
Put off (146)
Put on (87)
Put out (51)
Put up (43)
R
Reach out (59)
Rule out (123)
Run out (103)
S
Send out (97)
Set about (150)
Set down (135)
Set off (101)
Set out (64)
Set up (11)
Settle down (139)

Show up (27)
Shut down (66)
Shut up (105)
Sit back (122)
Sit down (22)
Sit up (93)
Slow down (68)
Sort out (136)
Stand out (111)
Stand up (30)
Start out (91)
Step back (108)
Sum up (130)
T
Take back (72)
Take down (126)
Take in (134)
Take off (28)
Take on (15)
Take out (24)
Take over (37)
Take up (41)
Throw out (85)
Turn around (40)
Turn back (62)
Turn down (94)
Turn off (106)
Turn out (12)
Turn over (67)
Turn up (70)
W
Wake up (35)
Walk out (116)
Wind up (69)
Work out (29)
Write down (119)

1 - List of items in frequency ranking order.

1. Go on
2. Pick up
3. Come back
4. Come up
5. Go back
6. Find out
7. Come out
8. Go out
9. Point out
10. Grow up
11. Set up
12. Turn out

13. Get out
14. Come in
15. Take on
16. Give up
17. Make up
18. End up
19. Get back
20. Look up
21. Figure out
22. Sit down
23. Get up
24. Take out

25. Come on
26. Go down
27. Show up
28. Take off
29. Work out
30. Stand up
31. Come down
32. Go ahead
33. Go up
34. Look back
35. Wake up
36. Carry out

37. Take over	75. Hang up	113. Play out
38. Hold up	76. Go through	114. Break out
39. Pull out	77. Hold on	115. Go around
40. Turn around	78. Pay off	116. Walk out
41. Take up	79. Hold out	117. Get through
42. Look down	80. Break up	118. Hold back
43. Put up	81. Bring out	119. Write down
44. Bring back	82. Pull back	120. Move back
45. Bring up	83. Hang on	121. Fill out
46. Look out	84. Build up	122. Sit back
47. Bring in	85. Throw out	123. Rule out
48. Open up	86. Hang out	124. Move up
49. Check out	87. Put on	125. Pick out
50. Move on	88. Get down	126. Take down
51. Put out	89. Come over	127. Get on
52. Look around	90. Move in	128. Give back
53. Catch up	91. Start out	129. Hand over
54. Go in	92. Call out	130. Sum up
55. Break down	93. Sit up	131. Move out
56. Get off	94. Turn down	132. Come off
57. Keep up	95. Back up	133. Pass on
58. Put down	96. Put back	134. Take in
59. Reach out	97. Send out	135. Set down
60. Go off	98. Get in	136. Sort out
61. Cut off	99. Blow up	137. Follow up
62. Turn back	100. Carry on	138. Come through
63. Pull up	101. Set off	139. Settle down
64. Set out	102. Keep on	140. Come around
65. Clean up	103. Run out	141. Fill in
66. Shut down	104. Make out	142. Give out
67. Turn over	105. Shut up	143. Give in
68. Slow down	106. Turn off	144. Go along
69. Wind up	107. Bring about	145. Break off
70. Turn up	108. Step back	146. Put off
71. Line up	109. Lay down	147. Come about
72. Take back	110. Bring down	148. Close down
73. Lay out	111. Stand out	149. Put in
74. Go over	112. Come along	150. Set about

Figure 13 and 14 Use of literature

onestopenglish.com
Solutions for English Teaching

WAITING FOR AN IMPORTANT LETTER

a BEFORE YOU READ

You are going to read a short extract about a man who is waiting for an important letter. Read the text quickly and answer the following questions. It doesn't matter if you don't understand every word of the text, just try to get a general idea.

What kind of letter was Pat waiting for?
Did the letter arrive?

It was approximately fifteen minutes past eight the following morning when Pat, lying in bed, heard the plaintive whistling of Tommy Noble the postman as he came sauntering up the lane, followed by the tantalizing flap of the letter box. Within seconds, he found himself bounding down the stairs, **falling upon** his knees in the hallway and **opening up** letters in what can only be described as a 'near-frenzy'. His heart sank as Reader's Digest fliers, electricity bills and HP hoover* offers followed assorted tax communications in their horrid brown envelopes and the realization slowly **dawned on** him that there was in fact nothing from the 'acting school'. This procedure was repeated, with startling exactitude, the following morning – indeed the one after that, also – with Pat on broken knees in the hallway surrounded by '**scrunched-up**' balls of unwanted missives, but nowhere near him the one his heart so urgently desired.

Patrick McCabe, *Emerald Germs of Ireland*, 2001 Picador

* a *hoover* is the British English word for a vacuum cleaner

C FOCUS ON PHRASAL VERBS

The underlined words in the text are examples of phrasal verbs. Use the same phrasal verbs in the following sentences. You may have to change the form of the verb.

1. It's the police!_____and let us in!
2. He was so angry with his exam that he_____it_____and threw it in the garbage.
3. It was so romantic! Last night my boyfriend_____his knees and asked me to marry him!
4. It suddenly_____me that my exam was on Wednesday and I hadn't studied for it!

d FOCUS ON PHRASAL VERBS 2

Look at the following phrasal verbs and their definitions from the Macmillan English Dictionary.

light up (intransitive/transitive) If someone's face or eyes *light up*, they express a strong emotion, usually happiness or excitement.

call in (sick) to telephone the place where you work and tell them that you won't go to work because you are sick

slam down (transitive) To put something down with great force.

look for (transitive) to search for something

start off (intransitive) to begin moving, or to begin a trip

Another good way to teach PV is using literature texts to work with meanings in context. The figures 13 and 14 shows a good way to work with literature texts, taken from the lesson Lindsay Clandfield, "Teaching phrasal verbs using a literary text", in One Stop English site.

The suggestion here is first to talk about PV with students about the importance and let them deduce the meaning of PV through the context, as the exercises suggests.

The exercises presented were selected to show the possible ways to work with available materials. It is necessary to complement the exercises with introductory theories that explain the PV as shown in this work. The Talmy's (1999) theory is indispensable to students because presents the crucial differences of satellite/verbal framed languages.

Also, the grammar classifications are important to present the structure of the language and the manner of usage of particles and verbs. In a practical way the teacher can complete or create exercises using the Lakoff (2003) concept and the Rudzka-Oystin's (2003) works to make students visualize better the abstract concepts.

5 CONCLUSION

The paper was focused in understand what causes avoidance of PV by EFL Brazilian L1 students. There are some studies that approach the issue that demonstrate how the grammar and idiomatic issue can cause avoidance. Brazilian students are the kind of learners that have difficulties because the language is verb rooted. In addition they do not have the PV in their Portuguese language. One of the most significant findings to emerge from this study is the relevant aspects to be known by teachers and learners. One of them is that more than to decode separately parts of PV, or know a list by heart, to learn this topic is better to recognize the idiomatic charge of them.

Teachers can embody the findings in their traditional classes of PV, adapting the previous lessons of PV or joining in random lessons their use. The use of specific methodologies can facilitate the PV learning. "Is easier to talk about abstract actions by seeing them as concrete movements" (RUDZKA-OSTYN 2003).

As Harmer, (2003) says: "if they involve the students or excite their curiosity- and provoke their participation – help them to stay interested in the subject." One way is to explain the differences approached mentioned in this research about the differences between languages. Consequently, this research has shown that, before all type of explanation this Talmy's (1999) definition is the big modifier in how can learners comprehend the use of PV and have to be very much explored by teachers in order to turn interesting to Brazilian L1 students.

Being aware that as Dagut; Laufer (2005) say "avoidance of phrasal verbs was highest for the figurative and lowest for the literal phrasal verbs." The work shows that figurative PV has to be worked much more than literal ones because as

Kowaks (2014) says "while native speakers learn them throughout the normal acquisition process, foreign language learners have to train themselves in order to use phrasal verbs in the proper context."

In the example by Alexander (1988) *bring **up** the children,* contextualizing the use of the PV the student will show the use resembling how natives learn the PV. In this way Lakoff's theory is an alternative to explain that the movement of growing is represented by the particle *up*, and all other particle, their orientational metaphors that guide our space body presented in this work are means to provoke an understanding of the PV.

There are lots of good materials to help teachers and students to know more about PV, but the role of the teacher is essential to present and bring the students the focus that the PV topic deserves. In the extracts of didactical books presented, no one of them work so intensive with PV as necessary.

Afterwards, the insistence and good performance of the teacher that knows the theories, researches and material brought for this work can be the difference in teaching PV.

Since the study was limited to bibliographical and documental research, it was not possible to develop further data comparison. Despite its exploratory nature, this study offers some insight into future research of the topic to be developed such as data and corpus based research.

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