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A Cognitive Approach to the Teaching of Phrasal Verbs  
to EFL Adult Learners in Blended Courses

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### **Abstract**

The present action-research case study addressed the issue of phrasal verb learning in an EFL context. It aimed to evaluate the impact of a Cognitive Linguistics (CL) teaching methodology on students' retention of novel phrasal verbs with the preposition *up*. It also intended to assess the suitability of using metaphorical extensions of *up* to understand new phrasal verbs and to examine students' perception of a CL teaching methodology for phrasal verbs learning. To do so, an AR cycle was developed, first implementing a pre-test to collect information about the students' previous knowledge on the subject, then implementing a pedagogical intervention and finally evaluating the results of the proposed methodology. This cycle was developed twice with two different groups of EFL learners enrolled in English blended courses and two different strategies were taken: representation and identification of metaphorical extensions of the preposition *up*. The results of this study showed that the proposed CL methodology seemed to have a positive effect on participants' retention of novel phrasal verbs. These results are directly related to participants' perception of this approach, which was also positive. Moreover, findings do not suggest a direct relationship between identification or representation of metaphorical extensions of *up* and understanding of novel phrasal verbs.

*Key words:* Cognitive Linguistics, phrasal verbs, metaphorical extensions, image-schemas.

## **I. A Cognitive Approach to the Teaching of Phrasal Verbs to EFL Adult Learners in Blended Courses**

Phrasal verbs are a common feature of the English language. Their importance lies in the fact that EFL learners encounter, on average, one phrasal verb in every 150 English words they are exposed to (Gardner and Davies, 2007). However, they constitute a problematic area of vocabulary learning in EFL, not having a good reputation in foreign language learning since they easily go from the concrete to the abstract (Rudzka-Ostyn, 2003). This suggests that phrasal verbs are a challenge for L2 learners, making it a focus of investigation by EFL researchers.

Traditionally, phrasal verbs are viewed as arbitrary combinations of verbs and prepositions, which students need to memorize, paying attention to their syntactic elements individually or as part of different categories and themes (Kurtyka, 2001). Even though the traditional approach to the instruction of phrasal verbs is still present in EFL classrooms, new approaches have grown in importance in the last few decades, such as Cognitive Linguistics (CL). In CL, the alleged arbitrariness of phrasal verbs is called into question (Alejo, Piquer & Reveriego, 2010), since their meaning is not seen as random but as forming semantic networks, based on metaphorization.

There are several arguments that support CL-inspired approaches to teaching. It is said that they help learners to attain a deeper understanding of the L2, to better recall lexical units, to appreciate the link between culture and language and to be more confident once they understand there are alternatives to blind memorization (Boers and Lindstromberg, 2008).

Considering the above, this study aims to evaluate the impact of a CL teaching methodology on students' understanding and retention of novel phrasal verbs, particularly those which contain the preposition *up*, since it is the most used preposition in English (Rudzka-Ostyn, 2003). To do this, two interventions are to be implemented in two student groups of a pre-intermediate level blended course, in which they will be taught metaphorical extensions of *up* in these phrasal verbs, following a CL teaching methodology. This pedagogical intervention involves a pre-test, prior to it, and then a post-test six weeks after. Feedback sessions are also implemented so as to examine students' perceptions of this new methodology.

## II. Objectives

### 2.1 General Objective

To evaluate the impact of a CL teaching methodology on students' retention of novel phrasal verbs with the preposition *up*.

### 2.2 Specific Objectives

To assess the suitability of using metaphorical extensions of the preposition *up* to understand new phrasal verbs.

To examine students' perception of a CL teaching methodology for phrasal verbs learning.

### III. Research Questions

- How does a CL teaching methodology impact students' retention of new phrasal verbs?
- To what extent do metaphorical extensions of *up* help students to understand novel phrasal verbs?
- What are students' perceptions of the proposed CL teaching methodology?

#### IV. Theoretical Framework

The following theoretical framework provides an overview of phrasal verbs, their definition and categorization, as well as an account of the traditional and Cognitive Linguistic (CL) approaches to their instruction. This is done by defining and describing conceptual metaphors, metaphorical extensions, and image-schemas regarding phrasal verbs. Finally, building on the above concepts, an explicit CL approach to teaching phrasal verbs is proposed.

##### 4.1 Defining and Categorizing Phrasal Verbs

The semantic complexity of phrasal verbs is due to their heterogeneity and polysemous nature. By analyzing the British National Corpus, Gardner and Davies (2007) found an average of 5.6 different meanings for the most frequent phrasal verbs. Kovács (2011) states that phrasal verbs are formed by a base verb and a preposition. When students encounter a novel phrasal verb, they may be familiar with both words individually. However, they may get frustrated since the meaning of the phrasal verb can be something completely different: “[e]ven beginners know what *put* means and what *off* means, but that won’t help them [learners] much to guess the various meanings of *put off*” (p. 141). Therefore, they constitute a problematic area of EFL vocabulary learning.

In addition, phrasal verbs are not semantically homogeneous. There are three semantic classes of phrasal verbs: literal, aspectual and idiomatic (Celce-Murcia & Larsen-Freeman, 1999, cited in Walkova, 2012, p.171). Literal phrasal verbs are the ones whose meaning is transparent. Therefore, they are learner-friendly, e.g. *take off your jacket*. Aspectual phrasal verbs are semi-idiomatic, since the preposition adds meaning to the verb by modifying aspects of its root, e.g. *she ate up all the chips*, where the meaning of the verb is expanded to *completion* (Celce-Murcia & Larsen-Freeman, 1999). Idiomatic phrasal verbs are the most problematic for L2 learners since their meaning cannot be deduced from the verb or the particle, e.g. *we had a fight but then we made up*. (Walkova, 2012). A single phrasal verb can have both literal and metaphorical meanings, e.g. *break into* – *Burglars broke into my dad’s house yesterday* (literal); *He broke into his conversation* (metaphorical)– or only a metaphorical meaning, e.g. *rope someone in* – *I didn’t want to join the army, but my mom roped me in* (Kovács, 2011).

##### 4.2 Traditional Approach to the Learning and Instruction of Phrasal Verbs

From a traditional perspective, phrasal verbs are arbitrary combinations of verbs plus prepositions (Kovács, 2011). In this view, approaches to teaching phrasal verbs can be categorized into two: “those that concentrate on the formal (syntactic) aspects of usage, and those in which the

semantic contents of verbs are stressed” (Kurtyka, 2001, p. 30). The syntactic approach considers the verb or the particle as a ‘starting point’. They provide exercises focusing on common verbs such as *come* or *get* followed by a range of prepositions (Kurtyka, 2001); or they focus on one common preposition, such as *in* or *off*, and the possible verb-preposition combinations. This approach to phrasal verbs is common in books designed to prepare students for Cambridge Examinations in English (Kurtyka, 2001). In the syntactic approach, both the verb and the preposition are considered to be individual grammatical elements. Therefore, under this view, phrasal verbs are not seen as lexical units.

Seidl (1990) represents a good example of the syntactic approach to the teaching of phrasal verbs. He divides phrasal verbs into six categories:

- i. intransitive + particle, e.g. *slow down*,
- ii. intransitive + preposition, e.g. *count on someone/something*,
- iii. intransitive + particle + preposition, e.g. *put up with someone/something*,
- iv. transitive + particle, e.g. *take someone off*,
- v. transitive + preposition, e.g. *talk someone into something*,
- vi. transitive + particle + preposition, e.g. *put something down to something*. (Seidl, 1990, p. 8, cited in Kurtyka, 2001, p. 31)

It is clear that under this approach each constituent of phrasal verbs is seen as an independent grammatical unit. Therefore, they are generally analyzed and taught as such by English teachers.

On the other hand, in a semantic approach, phrasal verbs are contextualized and semantically organized. For example, in Acklam’s (1992, cited in Kurtyka, 2001) phrasal verbs are classified by themes or categories such as ‘relationship problems’, ‘illness’ or ‘family’. Then, learners are exposed to several exercises which introduce the target phrasal verbs and they practice these in different contexts. This contextualization can be in sentence-based exercises (Acklam and Burgess, 1996, cited in Kurtyka, 2001) or in texts followed by meaning recognition exercises (Workman, 1993, cited in Kurtyka, 2001).

Clearly, the traditional approach to the instruction of phrasal verbs presents several weaknesses. Firstly, there is no differentiation between the literal and the idiomatic meanings of multi-word verbs (Kurtyka, 2001), which can be confusing for L2 learners. Moreover, both approaches and their techniques are predominantly verbal, meaning that they introduce phrasal verbs through lists,

verbal explanations and different contexts, which, according to Kurtyka (2001), “may at times provide a very simplified, if not simplistic, picture of the problem” (p. 33). Moreover, the importance of using imagery is not considered in the traditional approach, which can affect students’ retention of novel phrasal verbs. Kurtyka (2001) states that:

[t]he retention of verbs may be decreased due to the fact that their presentation frequently lacks imagery. If a visual element is indeed present (e.g. a drawing), it mostly refers to one or two verbs at a time and may be insufficient for the necessary generalizations to be made by the learner. (p. 33)

Accordingly, imagery does help students to retain information better. Visual support needs to be strong and well-organized to avoid “incidental imagery” which results in poor retention. So as to enhance comprehension and retention, teachers are advised to combine both the verbal and the visual when teaching phrasal verbs (Kurtyka, 2001).

Another weakness in this approach is that the distinct meanings associated with a lexical unit are unrelated, they are arbitrary and random. According to Tyler & Evans (2003), in a traditional approach to lexicon “each of the form-meaning lexical entries are homonyms . . . the fact that the different senses are coded by the same linguistic form is presumably just an accident” (p. 5). In this approach, speakers of a language have simply memorized several different meanings coded by a linguistic form (Tyler & Evans, 2003). Therefore, for EFL learners, memory would be the only way of learning novel phrasal verbs. However, considering the complexity of phrasal verbs, relying on memory is not feasible for L2 learners: “[w]hile memorizing 100 verb-particle combinations might be feasible for a student, individually memorizing the distinct sense and context of each of the polysemous meanings is virtually impossible” (Thom, 2017, p. 8). It can be seen that this would generate high levels of cognitive overload for learners. Therefore, other approaches to phrasal verbs learning should be explored.

### **4.3 Cognitive Linguistics and Lexical Units Learning**

According to Langacker (2008, cited in Holme, 2012) CL offers a more direct impact on language teaching and learning than traditional approaches.

In CL, language and linguistic behavior are an integral part of general cognition, meaning they are the product of cognitive abilities, not separate mental faculties (Langacker 1987; Tomasello 2005, cited in Boers and Lindstromberg, 2008). Consequently, learning any aspect of a foreign language, including linguistic units as phrasal verbs, entails a cognitive task. According to Boers and

Lindstromberg (2008), “relatively general theories of cognitive processing will pertain to learning a foreign language” (p. 11), especially theories concerning memory.

There are three CL theories that are of central relevance to the issue of learning linguistic expressions like phrasal verbs: dual coding theory, trace theory and levels-of-processing theory. According to dual coding theory, verbal information and mental image associations through figurative thought help recall (Clark and Paivio 1991, Paivio 1971, 1986 cited in Boers and Lindstromberg, 2008). In trace theory, it is argued that “repeated encounters with an item such as a linguistic expression strongly tend to entrench its traces in memory” (Baddeley 1990 Cohen, Eysenck, & LeVoi 1986 cited in Boers and Lindstromberg, 2008). The third theory called levels-of-processing has to do with mental processing of information: “the deeper the level at which information is mentally processed . . . the more likely the information is to be committed to long-term memory” (Boers and Lindstromberg, 2008, p. 12). Regarding lexical information, when complex mental operations are performed, deep processing is believed to occur. This process is called elaboration, and it can be semantic or structural:

[s]emantic elaboration refers to any mental operation with regard to the meaning of a word or phrase . . . [s]tructural elaboration refers to any mental operation with regard to formal properties of a word or phrase. (Boers and Lindstromberg, 2008, p. 12)

The process of elaboration is relevant to the purpose of this study, since the focus is on the instruction of phrasal verbs as lexical units. Examples of promoting semantic elaboration include encouraging mental connections between new items and ones that are already familiar to the learner, introducing new items in meaningful scenarios and associating new vocabulary items with mental images (Boers and Lindstromberg, 2008). Structural elaboration can be promoted by noticing relevant features such as affixes and suffixes and recognizing the peculiarities of spelling and sound patterns (Boers and Lindstromberg, 2008).

#### **4.4 Cognitive Linguistics and Phrasal Verbs**

It can be argued that a CL approach to the learning of linguistic units is helpful for recalling and thus learning new lexical units. According to Kóvacs (2011), the meaning of prepositions in phrasal verbs “form a network of related senses, and thus they [prepositions] are systematic and are analyzable at least to some degree” (Kóvacs, 2011, p. 144).



In a CL approach, lexical items like prepositions are not seen as arbitrary but as forming semantic networks, which are cognitively motivated. According to Swanepoel (1998), the concept of motivated meaning:

refers to the fact that the individual senses and meaning structure of most lexical items are not arbitrary, but can be shown to follow from a number of variables, variables that "explain" why lexical items have the senses and the meaning structure that they have. (p. 656)

These motivated meanings are implicit to native language speakers, which indicates they are not necessarily aware of them. Motivated meanings are not transparent to L2 learners since they do not have access to the same conceptual frameworks (Thom, 2017). Since metaphors are conceptualizations of the world that vary across languages and cultures, they are embedded in our conceptual framework. Therefore, when learning a new language, we also need to learn new constructs of the world.

From a sociocultural perspective, conceptual metaphors have a mediational role when learning a second or foreign language. Lantolf (2006) argues that linguistic patterns are not enough to acquire a second culture: "the acquisition of a culture is also about the appropriation of cultural models, including scripts, schemas, narratives, rituals, and, above all, conceptual metaphors" (p. 84). In this view, conceptual metaphors are highly important since they are "at the very heart of everyday mental and linguistic activity" (Harris, 1980, cited in Lantolf, 2006, p. 84)

It is noteworthy that in a CL approach, "form is motivated by meaning" (Holme, 2012, p. 6), both form and meaning are connected. Correspondingly, following the principle that language is part of general cognition, CL states that language is conceptually motivated: "[i]n this view, it is commonplace for the meanings of linguistic forms to be motivated by language users' experience of their physical, social and cultural surroundings" (Boers and Lindstromberg, 2008, p. 16). Addressing this type of motivation is useful to promote elaboration, and thus deep processing. Therefore, it is quite important to consider it if the aim of the instruction is to enhance vocabulary retention (Boers and Lindstromberg, 2008).

#### **4.5 Conceptual Metaphors**

To further understand the role of motivated meaning in CL, this section explores the idea of conceptual metaphors. Cognitive linguists conceptualize language based on metaphors. According to Kóvacs (2011), "[a] primary tenet of this theory is that our ordinary conceptual system, in terms of which we both think and act, is fundamentally metaphorical in nature" (p. 144). In a CL approach,

“[a] conceptual metaphor is understanding one domain of experience (that is typically abstract) in terms of another (that is typically concrete)” (Kövecses, 2016, n.p.). The abstract domain is defined as target domain and the concrete as source domain. In the example TIME IS MONEY - waste your time, use your time, spend your time – the source domain of money is used to understand the target domain of time (Thom, 2017). According to Rudzka-Ostyn (2003) “[l]anguage is essentially metaphorical since it uses thousands of expressions based on concrete, physical entities in order to express high-level abstractions” (pp. 6-7). These metaphors depend on the relationship with our bodies, the nature of our interactions with the environment and on our social and cultural practices (Lakoff & Johnson, 2003).

Accordingly, conceptual metaphors are not arbitrary: “[t]hey are shaped and constrained by our bodily experiences in the world, experiences in which the two conceptual domains are correlated and consequently establish mappings from one domain to another” (Lakoff & Johnson, 2003, p. 246). Thus, we both think and speak of abstract ideas in terms of concrete experiences. However, these conceptualizations depend on how different cultures see the world, meaning that they could vary across languages. Consequently, EFL learners have to match new forms (L2) to already acquired meanings (L1). They also have to understand the new meanings of new forms and to look at reality from a new perspective if required (Slobin 1996, cited in Holme, 2012).

#### **4.6 Conceptual Metaphors and Phrasal Verbs**

In light of the previous discussion on conceptual metaphors, it is important to explore now the connection they have with phrasal verbs. In phrasal verbs, both the verb and the preposition can be conceptually motivated. However, Rudzka-Ostyn (2003) states that the major problem when learning phrasal verbs is understanding the meaning of the prepositions (p. 3). Prepositions have a predominant role in the metaphorical nature of phrasal verbs: when they are used metaphorically, their literal or prototypical meanings are extended to abstract domains such as feelings, relations, intentions, etc. Metaphorical extensions of prepositions then “enable us to conceive of several *abstract* domains in terms of *concrete* domains” (Rudzka-Ostyn, 2003, p. 7). Therefore, deep processing of the prepositions and their extended meanings through conceptual metaphors can help retention of novel phrasal verbs. According to Boers and Lindstromberg (2008) metaphorical meaning extensions are very common in polysemous words, like prepositions in phrasal verbs, and they often require figurative thought. Therefore, their explicit instruction is of high importance in the EFL classroom.

The evidence shows that metaphorical extensions of prepositions are quite useful to grasp the meaning of novel phrasal verbs. As stated by Kóvacs (2011), the biggest problem in learning phrasal verbs is understanding the different meanings of prepositions. When a verb has a metaphorical meaning, it is usually obvious. However, when a preposition has a metaphorical extension it is less easy to recognize. According to Tyler & Evans (2003), “the view that it is possible to establish links among the different senses of a preposition would present the various meanings of a phrasal verb as motivated ones” (p. 111). Thus, understanding the metaphoric extensions of prepositions is helpful for learning L2 phrasal verbs.

Correspondingly, recognizing links between prototypical meaning and metaphoric extensions of prepositions will contribute to a better understanding of phrasal verbs. For example, Kóvacs (2011) introduces this idea regarding the prepositions *up* and *down*:

*up* literally describes movement towards a higher position, metaphorically it has got to do with increases in size, number or strength (e.g. Prices went up), or *down* literally describes movement towards a lower position, its metaphorical meanings have to do with decreases in size, number or strength (e.g. The children quietened down). (p. 147)

This means that literal meanings of particles have to do with their spatial scene. Tyler & Evans (2003) propose that “[s]patial scenes . . . involve conceptualizing a spatio-configurational relation between entities we encounter in the world around us and with which we interact. Hence, a spatial scene is a conceptualization grounded in a spatio-physical experience” (p. 16), meaning that our concepts of direction and orientation are relative to our own experiences and our position in the world. Thus, the language we use reflects our understanding of spatial orientation: “[i]nstead of referring to exact locations, we use prepositions and adverbs to talk about location, saying something is across the room or on the table, referring to things in relation to us and to our surroundings” (Thom, 2017, p. 4).

Prepositions and adverbs referring to their physical direction are called spatial or prototypical in meaning (Thom, 2017).

By the same token, the prototypical meanings of particles are the ones that can be extended to their metaphorical meanings. Thus, “[i]nstead of referring to literal space and direction, these particles are used [via metaphorical extension] when other concepts are thought of in terms of space” (Thom, 2017, p. 55). Therefore, we extend their spatial sense to the abstract, metaphorical meaning. For example, difficulties – target domain – are conceptualized as containment – source domain – in phrasal verbs such as *get out*, as in *I will get out of this situation*, or *get into*, as in *I don’t need to get myself*

*into those problems.* The conceptual metaphor in the example above is DIFFICULTIES ARE CONTAINERS (Thom, 2017).

#### 4.7 Phrasal Verbs and Image-Schemas

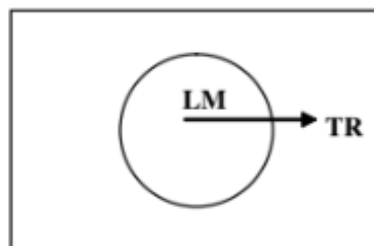
In a CL approach, the concept of image-schema is highly important and needs to be defined and characterized regarding phrasal verbs. Image-schemas are abstract representations of our physical and bodily interactions with the world around us: “[i]mage-schemas derive from sensory and perceptual experience as we interact with and move about in the world” (Evans and Green, 2006, p. 178). In conceptual metaphors, an image-schematic representation of the source domain is adopted to reason about the target domain (Lakoff & Johnson, 2003). The term ‘image’ in CL is not restricted to visual perceptions; on the contrary, it encompasses all types of sensory-perceptual experiences (Evans and Green, 2006).

Even when image-schemas are abstract representations, they can be schematized in diagrams or drawings, mainly for pedagogical purposes: “[c]ognitive linguists often attempt to support their formal representations of meaning elements by using diagrams . . . the advantage of a diagram is that it can represent a concept independently of language” (Evans and Green, 2006, p. 180). Nonetheless, introducing drawings or schemata is not enough for a clear understanding of the representations. As stated by Rudzka-Ostyn (2003):

in order to understand the schemata or drawings, learners have to be familiar with two notions that are at the basis of our perception of the world. 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 *trajector* whereas the container or surface which serves as the background is called *landmark*. (p. 9)

**Figure T1**

*Image-schema for OUT*



*Note.* From “Cognitive Linguistics: An Introduction” by Evans, V. and Green, M. (2006), p. 182.

Figure T1 illustrates these concepts clearly. The evidence shows that image-schema diagrams in terms of trajector (TR) and landmark (LM) together with proper instruction are fundamental when it comes

to teaching phrasal verbs under a CL approach. They help to create a visual representation of what is abstract and to promote deep processing of phrasal verbs' information. Therefore, they are fundamental to this study.

#### **4.8 An Explicit Cognitive Approach to the Instruction of Phrasal Verbs**

Building on the idea that metaphorical extensions of prepositions are an important resource in EFL teaching, this section proposes a cognitive approach to phrasal verbs instruction. Considering all the concepts and ideas mentioned in this literature review so far, this approach aims to provide the basis for the methodology of this research.

As previously stated, metaphorical extensions in phrasal verbs are not evident for EFL learners. According to Thom (2017), “[t]hese motivations are not transparent to speakers of other languages learning English . . . making the meanings of phrasal verbs appear completely arbitrary and random” (p. 8). Consequently, a cognitive approach to the instruction of phrasal verbs could be useful for L2 learners. As stated by White (2012):

[r]ather than allow students to unwittingly combine literal meaning and arrive at the hopeless conclusion that particles are random, metaphorical extensions can be spotlighted in the classroom. Doing so may provide learners a means toward breaking through the opacity and idiomaticity of phrasal verbs. (p. 421)

By focusing students' attention on metaphorical extensions of phrasal verbs' prepositions, teachers can show certain meaning extensions which could improve students' learning and understanding of novel phrasal verbs.

Considering the above, this research proposes an explicit instruction of conceptual metaphors. According to Ellis (2007) “[e]xplicit language learning is necessarily a conscious process and is generally intentional as well” (p. 7). When exposed to explicit teaching of metaphorical extensions of prepositions, students have a meaningful opportunity to learn novel phrasal verbs. However, according to Thom (2017):

the importance of explicit phrasal verb teaching -- and vocabulary teaching in general -- is sometimes overlooked . . . Many language teachers tend to look down on explicit instructional models and any form of direct vocabulary teaching in general, as they believe it takes away from the communicative contexts or task-based exercise. (p. 40)

Nonetheless, explicit vocabulary teaching is fundamental to develop language competence: “successful L2 learning is to a very great extent a matter of understanding and remembering

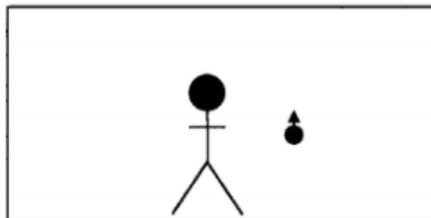
collocational tendencies and prefabricated multi-word expressions (i.e. memorized phrases) and that learners ought to be helped to acquire them in large numbers” (Boers & Lindstromberg, 2008, p. 7). Therefore, considering that metaphorical extensions could help students to learn and better understand phrasal verbs, explicit instruction can be beneficial: “CL-inspired teaching approaches based on conceptual motivation can best be assigned to explicit form-focusing, since learners' attention is directly drawn to reflecting on linguistic form-meaning mappings” (Kohl Dietrich, 2019, pp. 28-29).

#### 4.9 Metaphorical Extensions of *Up*

This study focuses on the metaphorical extensions of the preposition *up*, as part of the explicit cognitive approach to the instruction of phrasal verbs. Ruzka-Ostyn (2003) indicates that *up* is the most frequently used preposition in English, which can be explained by the fact that “an upward position or motion, both physical and especially abstract, is in a very special way part of our daily experience” (p. 75). The basic spatial meaning of *up* has to do with verticality (Lindstromberg, 2010) and it means “motion from a lower to a higher place” (Rudzka-Ostyn, 2003, p. 74). The central spatial meaning of *up* is illustrated by Tyler and Evans (2003) in what they call the *proto-scene for up* (p. 137).

#### Figure T2

*Proto-scene for up*



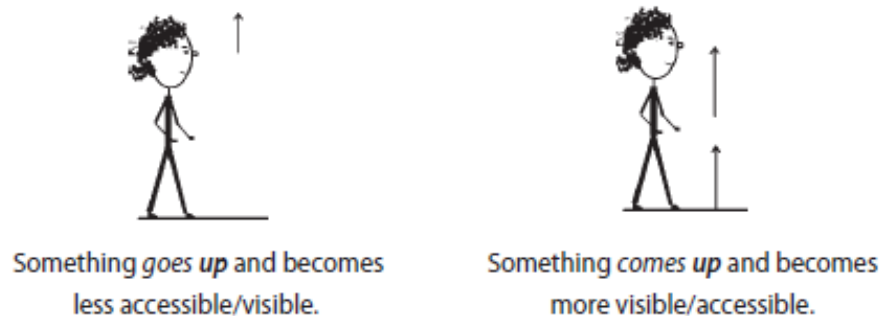
*Note.* From “The Semantics of English Prepositions” by Tyler & Evans (2010), p. 137.

Tyler & Evans (2010) state that due to the importance of embodied experience, the human body offers a valid schematization for the LM in the proto-scene for *up*. In their schema, the stick-person represents the LM and the head constitutes the TR. The direction of the arrow emerging from the sphere represents the orientation of the TR. (p. 137)

According to Lindner (1981, cited in Lindstromberg, 2010) the prototypical meaning of *up* depends on perspective and viewpoint. This idea is illustrated in Figure T3 and exemplified in Table T1.

**Figure T3**

*Possible senses of the basic meaning of up*



*Note.* From “English Prepositions Explained” by Lindstromberg, M. (2010), p. 190.

**Table T1**

*Examples of the possible senses of up*

Possible senses of the basic meaning of <i>up</i>	Examples
<b>Something goes up and becomes less accessible/visible</b>	The tree’s branches were too far <b>up</b> to reach
<b>Something comes up and becomes more visible/accessible</b>	Once the grass is <b>up</b> , start the mowing regimen.

*Note.* Adapted from “English Prepositions Explained” by Lindstromberg, M. (2010), p. 190.

According to Lindstromberg (2010), being aware of the possible senses of *up* is essential for further understanding its metaphorical meaning extensions.

Regarding the metaphorical extensions of *up*, Tyler & Evans (2003) provide a cluster of senses – the Quantity Cluster – which “derives from the familiar experiential correlation between quantity and vertical elevation” (p. 138). The Quantity Cluster includes three different senses which come from this correlation: the More sense, the Improvement sense and the Completion sense (Tyler and Evans, 2003). The More sense has to do with vertical elevation correlating with an increase in quantity: e.g. ‘*turn up* the volume’. In regard to the Improvement sense, Tyler and Evans (2003) explain that “[a] consequence of obtaining a greater quantity, or more of something, is that it often implicates improvement or betterment” (p. 139), as in ‘they *dressed up* and went to a fancy restaurant’. Finally, the Completion sense refers to the limit reached as a consequence of increasing quantity, e.g. ‘the waiter *filled up* my glass’. According to Tyler and Evans (2003) *up* has two different Completion senses, one that “involves a notion of depletion” (p. 141), as in I *finished up* my work, and another one “filling a container to capacity” (p. 141), e.g. I will *gas up* the car. Tyler and Evans (2010) point

out that the link between *up* and the notion of depletion seems to be a contradictory one. They suggest that link “derives from the tight correlation between taking food and drink up to the mouth in order to consume it, and the subsequent depletion of food and drink from the relevant vessels” (p. 141)

Different scholars have proposed several metaphorical meaning extensions to explain the distinct senses of the prepositions *up*. For the purpose of this study, three contributions are considered: Tyler & Evans (2003), Lindstromberg (2010) and Rudzka-Ostyn (2003). Lindstromberg (2010) provides the following metaphors for *up*: UP IS MORE, UP IS MORE IMPORTANT/BETTER, UP IS ACTIVE AND FUNCTIONING, UP IS COMPLETION, UP IS IN A GOOD MOOD (Lindstromberg, 2010, pp. 191-195). Rudzka-Ostyn (2003) also introduces the following metaphorical meaning extensions for *up*:

UP (to): aiming at or reaching a goal, an end, a limit

UP: moving to a higher degree, value or measure

UP: higher UP IS more visible, accessible, known

UP: covering an area completely/reaching the highest limit. (Rudzka-Ostyn, 2003, pp. 75-89)

All of the above definitions and descriptions of the metaphorical extensions of *up* are relevant for the purpose of the study. Nonetheless, the ones that are part of the intervention are introduced in the following section.



## V. Methodological Design

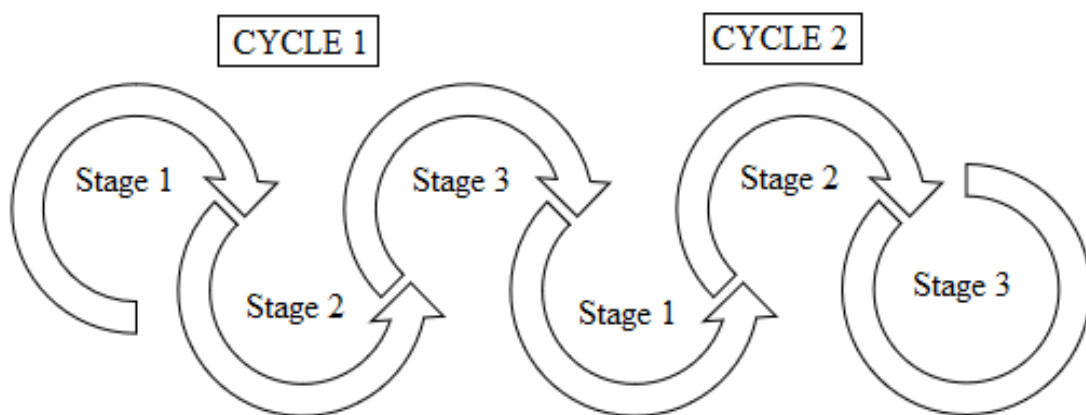
### 5.1 Action Research Paradigm

Action Research was chosen as a suitable methodology for the objectives of this study. A widely known definition of Action Research (AR) is provided by Carr and Kemmis (1988), who state that AR is “a form of self-reflective enquiry undertaken by participants in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out” (p. 162, cited in Burns, 2009, p. 115). This perspective is tied to self-reflection with the purpose of improving practice. Since this case study is a small-scale research project focused on a specific issue in the classroom, it is classified as practical action research (Creswell, 2012). Practical action research is situation-specific, meaning that it is relevant to the given teacher and can be used to improve his/her practices in the classroom.

The AR cycle can be observed in the three stages described below. The first stage consists of the implementation of a pre-test to collect information about the students' previous knowledge on the subject. The second stage involves an intervention to address the problem. Stage three completes the cycle by allowing students and teacher to confirm whether the proposed intervention was successful or not. This cycle was developed twice with two different groups of students as illustrated in Figure M1.

**Figure M1**

*Action Research Cycles*



#### 5.1.1 Characteristics of the Design

Due to the main purpose of this action research, which was to evaluate the impact of a teaching methodology based on metaphorical extensions and image-schemas on students' retention of novel

phrasal verbs, an intervention in the form of a 90-minute lesson was conducted. In addition, both quantitative and qualitative data were collected. Quantitative data was collected in both pre-test and post-test and qualitative through class observation, individual interviews, and surveys.

## 5.2 Participants

The participants of this piece of research were ten adult English foreign language learners from pre-intermediate blended courses in an English institute in Santiago, Chile. These 16-week long blended courses comprise 12 face-to-face lessons of 90 minutes – 18 hours – and a 120-hour online course. Due to the COVID-19 contingency, their lessons and thus interventions were online via videoconference platforms *Zoom* and *Meet*. Because of the number of participants -ten-, this study is classified as a case study. The students were all native Spanish speakers between the ages of 22-48, all professionals working at a well-known Chilean fuel distribution company. Students were enrolled in English classes by their employer and thus face-to-face lessons were part of the students' job schedule. They participated actively in class and maintained a high attendance rate throughout the course.

At the beginning of their English course, students need to take a placement test which positions them in a suitable level according to their language skills. This is an online assessment developed by the institute and it is based on the guidelines of the Common European Framework of Reference. The test contains 100 points, meaning 1-20 points A1, 21-40 points A2, 41-60 points B1, 61-80 points B2 and 81-100 points C1. According to this test, all students had a similar level since their results range from 22 to 31 points.

### 5.2.1 Ethical considerations

All participants received detailed information about the characteristics of the study, the confidentiality and anonymity of their answers and their right to abandon the study. Informed consents were compulsory to accept by all students within the research and a copy of this document was sent to their emails (see **Annex 7**). Students were assured anonymity. Therefore, throughout this piece of research, they are identified under pseudonyms. Materials – in written or audio forms – were destroyed after the completion of the study.

## 5.3 Material Selection

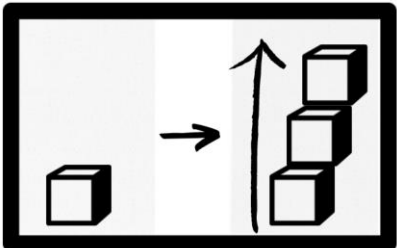
Since this study involves a pedagogical intervention based on a CL approach, the material selected comprises visual representations of the image-schemas for the metaphorical extensions of the

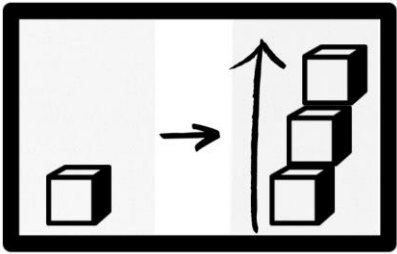
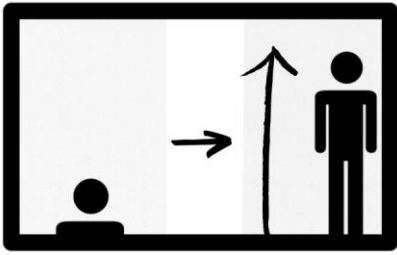
preposition *up*. For the first part of the pedagogical intervention, the phrasal verbs selected were part of the online platform students had access to (see **Appendix 3**). This means students already had some exposure to them in a traditional approach to their instruction. Seven phrasal verbs from the online platform were chosen, all of them with the preposition *up*. These phrasal verbs, together with sixteen others, were introduced under a semantic approach in the students' platform.

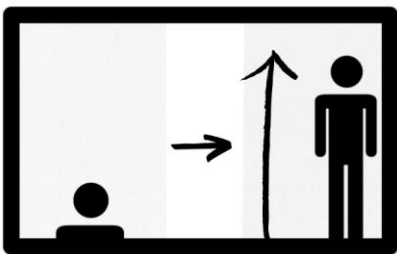
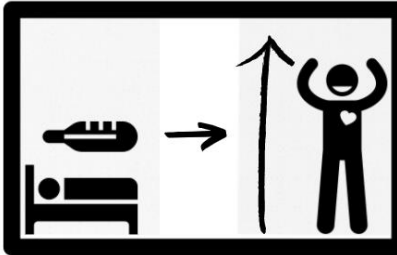
Phrasal verbs selected for this stage are illustrated in Table M1. Their definitions, metaphorical extensions and visual representations of their schemas are provided.

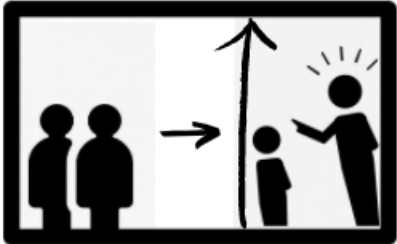
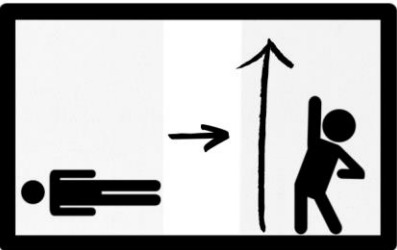
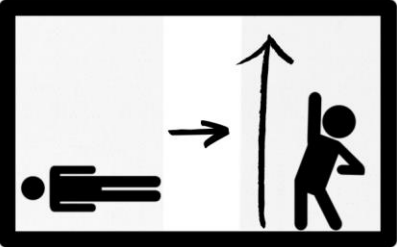
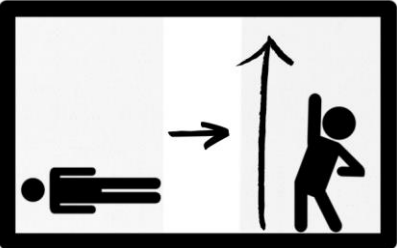
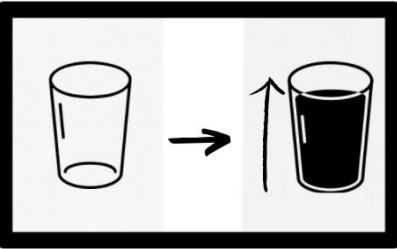
**Table M1**

*Categorization and Definition of Phrasal Verbs with Up – First Part*

<b>Phrasal Verb</b>	<b>Meaning and Examples</b> (Oxford Learners' Dictionary, 2020)	<b>Metaphorical Extension</b> (Lindstromberg, 2010; Rudzka-Ostyn, 2003, Tyler & Evans, 2003)	<b>Visual Representation of the Image-Schema</b>
TO GO UP	If the price of something, the temperature, etc. goes up, it becomes higher  <i>The price of cigarettes is going up.</i>	UP IS MORE	

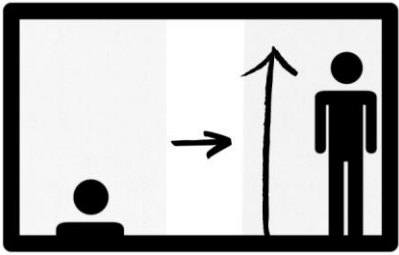
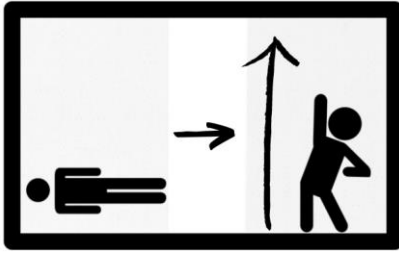
TO TURN UP	1.to increase the sound, heat, etc. of a piece of equipment  <i>Could you turn up the TV?</i>	UP IS MORE	
	2. (of a person) to arrive  <i>We arranged to meet at 7.30, but she never turned up.</i>	UP IS VISIBILITY	

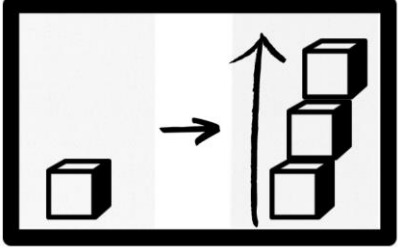
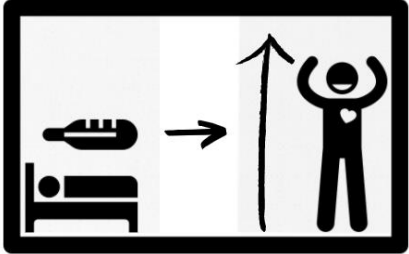
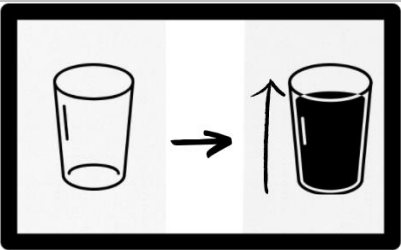
TO LOOK UP	1.to look for information in a dictionary or reference book, or by using a computer  <i>I looked it up in the dictionary.</i>	UP IS VISIBILITY	
	2. to seem better  <i>At last things were beginning to look up.</i>	UP IS BETTER	

	<p>3. *To look up to: to admire or respect somebody</p> <p><i>I look up to him. He is my hero.</i></p>	<p>UP IS AUTHORITY</p>	
TO STAND UP	<p>to get up onto your feet</p> <p><i>The children stood up when the teacher walked into the room.</i></p>	<p>UP IS ACTIVE / IN ACTION</p>	
TO GET UP	<p>to get out of bed; to make somebody get out of bed</p> <p><i>He always gets up early.</i></p>	<p>UP IS ACTIVE/ IN ACTION</p>	
TO WAKE UP	<p>to stop sleeping</p> <p><i>Wake up! It's eight o'clock.</i></p>	<p>UP IS ACTIVE/ IN ACTION</p>	
TO USE UP	<p>to use all of something so that there is none left</p> <p><i>Making soup is a good way of using up leftover vegetables.</i></p>	<p>UP IS COMPLETION</p>	

For the second part of the intervention, where students had to apply this new approach, five phrasal verbs were selected: *to show up*, *to set up*, *to save up*, *to dress up* and *to eat up*. They all represent different metaphorical extensions of *up*, which are illustrated in Table M2.

**Table M2***Categorization and Definition of Phrasal Verbs with Up – Second Part*

<b>Phrasal Verb</b>	<b>Meaning and Examples</b> (Oxford Learners' Dictionary, 2020)	<b>Metaphorical Extension</b> (Lindstromberg, 2010; Rudzka-Ostyn, 2003, Tyler & Evans, 2003)	<b>Visual Representation of the Image-Schema</b>
TO SHOW UP	<p>to arrive where you have arranged to meet somebody or do something</p> <p><i>It was getting late when she finally showed up.</i></p> <p>to start to be able to be seen; to make something start to be able to be seen</p> <p><i>A broken bone showed up on the X-ray</i></p>	UP IS VISIBILITY	
TO SET UP	<p>to create something or start it</p> <p><i>My dad is setting up a new business</i></p>	UP IS ACTIVE/IN ACTION	

TO SAVE UP	to keep money so that you can buy something with it in the future  <i>It took me months to save up enough money to go travelling.</i>	UP IS MORE	
TO DRESS UP	to wear clothes that are more formal than those you usually wear  <i>There's no need to dress up—come as you are.</i>	UP IS BETTER	
TO EAT UP	to eat all of something  <i>Come on. Eat up your potatoes.</i>	UP IS COMPLETION	

#### 5.4 Procedure

The research was conducted in three different stages, before, during and after the intervention. A detailed description of each one is given in the next sections.

##### 5.4.1 Before the intervention

This stage involved the implementation of a pre-test to evaluate the impact of a traditional approach to the instruction of phrasal verbs. Students were asked to complete a quiz which evaluated the understanding of phrasal verbs from the online platform. In this pre-test, students were asked to complete sentences using the target phrasal verbs, having a fifteen-minute time limit. Phrasal verbs evaluated in the pre-test were the following: *pick up, look up, throw out, get up, go out, stand up, wake up, use up, turn down, go up, turn up, come over* and *look after*. Due to the contingency, an online form was sent to their emails two days before the intervention.

##### 5.4.2 During the intervention

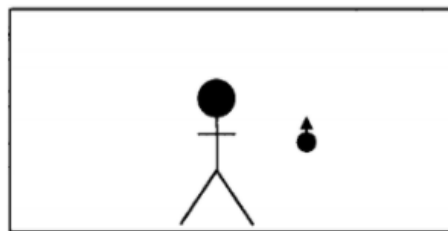
As a first action in the classroom, the following intervention was proposed: a CL teaching methodology based on explicit instruction using metaphorical extensions of *up* and visual

representations of their image-schemas for students to learn phrasal verbs in pre-intermediate English courses. It is important to highlight that students had never been exposed to metaphorical extensions; thus, this intervention was their first classroom experience with both metaphorical extensions and CL.

To start with, students were presented the prototypical meaning of *up* in relation to its spatial scene through Figures T2 and T3.

### Figure T2

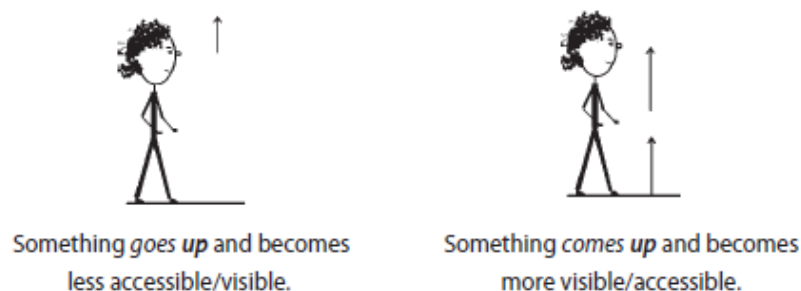
*Proto-scene for up*



*Note.* From “The Semantics of English Prepositions” by Tyler & Evans (2010), p. 137.

### Figure T3

*Possible senses of the basic meaning of up*



*Note.* From “English Prepositions Explained” by Lindstromberg, M. (2010), p. 190.

Explanation of these senses is fundamental since “the functional elements in the spatial meaning of prepositions are essential to understand how other senses are generated” (Porto & Pena, 2008, p. 115).

The following step was to introduce the concept of metaphorical extension regarding their spatial meaning, explaining that the literal meaning of prepositions can be expanded to abstract domains, using our figurative thought. The teacher explained that metaphorical extensions are projections from the literal, spatial sense to nonconcrete ideas. In order to illustrate the above, literal



and metaphorical meanings of *pick up* were introduced to the students, showing them examples and visual representations:

1. Could you *pick up* your jacket from the floor, please?

**Figure M2**

*Literal Meaning of pick up*

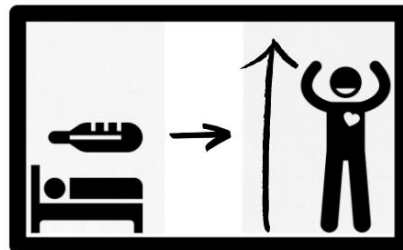


*Note.* Literal meaning introduced through Figure M2.

2. When is the economy going to *pick up*?

**Figure M3**

*Metaphorical Extension of up – UP IS BETTER*

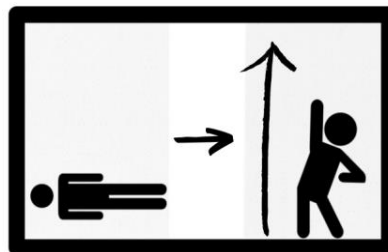


*Note.* Metaphorical extension UP IS BETTER introduced through Figure M3.

3. Let's *pick up* where we left off yesterday.

**Figure M4**

*Metaphorical Extension of up – UP IS ACTIVE/IN ACTION*



*Note.* Metaphorical extension UP IS ACTIVE/IN ACTION introduced through Figure M4.

The teacher explained that the second and third sentences show the metaphorical extensions of the preposition *up*. She explained that in those two examples the literal meaning of *up* is expanded to abstract domains. It is important to clarify, however, that not all phrasal verbs have both literal and metaphorical meanings.

In the next step of the intervention, the teacher introduced the target phrasal verbs using the metaphorical extensions of *up* by explicitly showing the image-schemas and contextualized examples of their usage (see **Table M1**). Therefore, students received linguistic input and visual representations of the extended meaning of their prepositions.

In the explanation, the following steps were followed with each phrasal verb. First, the teacher showed the example, asking students if they could rephrase the sentence, checking students' understanding of its meaning. If it was not clear, the teacher explained it. Then, she asked them to focus on the phrasal verb and its preposition, showing them the visual representation of the image-schema. She asked them if they could see the relationship between the image and the meaning of the phrasal verb. Further explanation was given so as to clarify each metaphorical extension.

Finally, students were given five sentences containing novel phrasal verbs with the preposition *up* (see **Table M2**). The aim was to observe if using metaphorical extensions of the preposition *up* helped them to understand new phrasal verbs. Students from Group 1 had to draw a visual representation for each of the phrasal verbs. Then, they had to share their drawings and explain them to their peers and teacher. A different pedagogical strategy was taken for Group 2 (see **Analysis, Stages 2.1 & 2.2**). Students from Group 2 had to identify the metaphorical extensions of *up* for each of the phrasal verbs and then to explain the reason behind their choices. To do so, image-schemas introduced earlier were shown, as illustrated in Figure M5. Since it was an online lesson through videoconference, the platform *Socrative* was used to record students' answers in real time. Students were given 3 minutes per phrasal verb.

**Figure M5***Image-schemas for Up*

As a general objective, it was expected for students to familiarize themselves with concepts such as metaphorical extension and image-schema regarding phrasal verb learning and, at the same time, to learn new common phrasal verbs. This intervention was meant to be a new orientation for students in terms of phrasal verb instruction.

#### 5.4.3 After the intervention

A post-test was conducted to check students' retention of novel phrasal verbs introduced in class. Six weeks after the intervention, students were asked to complete a quiz which contained the phrasal verbs they reviewed previously. In that way, the teacher was able to collect data on students' retention of the target vocabulary.

Phrasal verbs evaluated in the post-test were the following: *stand up*, *dress up*, *wake up*, *eat up*, *go up*, *show up*, *pick up*, *set up*, *save up* and *get up*.

In addition, students participated in individual feedback sessions to share their thoughts on this new approach to phrasal verbs. Due to time constraints, only two questions were asked:

1. *Do you think you can apply what you have learned about phrasal verbs?*
2. *On a scale from 1 to 10, how useful is the information on metaphorical extensions?*

The idea was to obtain feedback from them so as to observe and understand their perception of this new approach. If students were not available to attend the feedback session, a questionnaire was sent to their emails to obtain data instead.

All three stages are summarized in Table M3.

**Table M3***Research Stages*

<b>Stage</b>	<b>Description</b>	<b>Materials</b>
Before the intervention	Data collection to evaluate the impact of a traditional approach to the instruction of phrasal verbs.	Pre-test sent to students' emails two days before the intervention (online form).
During the intervention	Pedagogical intervention using a CL teaching methodology based on explicit instruction.	An hour and a half class using metaphorical extensions of <i>up</i> and visual representations of their image-schemas.
After the intervention	<ol style="list-style-type: none"> <li>1. Data collection to check students' retention of novel phrasal verbs introduced in class.</li> <li>2. Data collection to observe students' perception of phrasal verbs' learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Post-test sent to students' emails six weeks after the intervention (online form).</li> <li>2. Individual feedback sessions and online questionnaires.</li> </ol>

## VI. Analysis

The following sections analyses the results of this study in order to answer the research questions and to draw appropriate conclusions. It starts by addressing the intervention issues and then the three stages mentioned in **Methodology**: before, during and after the intervention.

### 6.1 Intervention Issues

Due to the 2020 pandemic, the intervention was conducted through videoconference platforms *Zoom* and *Meet*. Pre-tests, post-tests, and surveys were sent through *Google Forms* to participants' emails. This is a factor to consider for the analysis carried out in this section. All data collected was through online channels, which means that these results cannot be extrapolated to other contexts, such as face-to-face lessons.

Time was also a significant factor during the intervention. Due to the number of hours of blended courses in the institute – 18 face-to-face hours vs. a 120-hour online course – only an hour and a half class was available to carry out the intervention. This should be taken into consideration when looking at the analysis.

### 6.2 Stage 1: Before the intervention

#### 6.2.1 Stage 1.1 Pre-test

The analysis of this stage focuses on the pre-test sent two days before the intervention (see **Appendix 1**). Students' results are summarized in Table A1.

**Table A1**

*Pre-test Results*

	Participants (N=10)	Score (1-10)	Mean
GROUP 1	Juan	7	6
	Esther	6	
	Cristian	4	
	Joaquín	7	
	Catherine	6	

GROUP 2	Andrés	9	7,8
	Carmen	10	
	Bárbara	8	
	Antonia	8	
	Matias	4	

As previously mentioned, all phrasal verbs evaluated in the pre-test were introduced in the online platform under a semantic approach. All participants had completed the online lesson on phrasal verbs the same week the pre-test was sent to their emails.

Regarding the results, in Group 1 the highest one was 7 points and the lowest 4, whereas in Group 2 the highest was 10 and the lowest 4, which means that all of them had at least a 40% of correct answers. This suggests that they all had some knowledge on the phrasal verbs seen in the online platform. Therefore, the traditional approach had an impact on their understanding of this set of phrasal verbs. For some students, it was stronger since 60% of them scored between 8 and 10 points.

It is important, however, not to assume that these results are 100% influenced by the semantic approach seen in the online platform. Factors such as students' previous knowledge, experiences and education might also have an impact on their answers. Moreover, retention was not tested in this instance, since students answered the test the same week they had completed the online lesson on phrasal verbs.

### **6.3 Stage 2: During the intervention**

The analysis of Stage 2 is divided into two different categories; 2.1 which addresses Group 1 and 2.2 Group 2. Results from these two groups were analyzed separately, since they represent two different cycles of the research. At the end of this section, a comparison of both Stages 2.1 and 2.2 is provided.

#### **6.3.1 Stage 2.1 First Cycle**

In the first cycle of the study, students were asked to draw a visual representation of the metaphorical extension of *up* for each of the phrasal verbs introduced. General results from Group 1 drawings are illustrated in Table A2.

**Table A2***Stage 2.1 General Results*

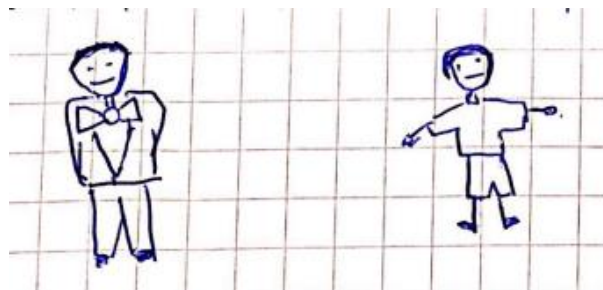
PVs	SHOW UP	SET UP	SAVE UP	DRESS UP	EAT UP
Student					
Juan	x	x	UP IS MORE	x	x
Esther	x	UP IS ACTIVE/IN ACTION	x	x	x
Cristian	x	x	x	x	x
Joaquín	UP IS VISIBILITY	UP IS MORE	UP IS MORE	x	x
Catherine	x	UP IS MORE	UP IS MORE	x	x

■ Student does not illustrate any metaphorical extension of up for the PV.

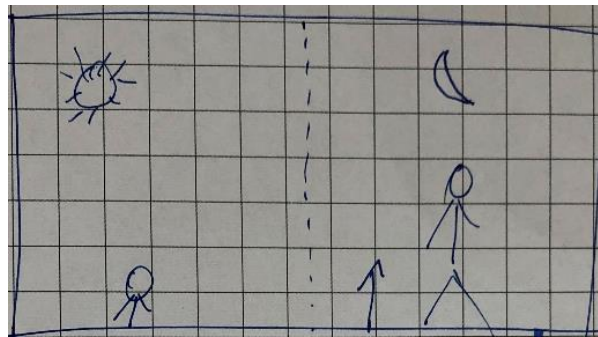
■ Student illustrates a metaphorical extension of up, but not the expected for the PV.

■ Student illustrates the expected metaphorical extension of up for the PV.

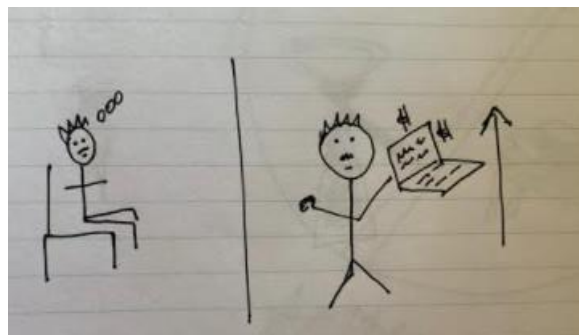
As observed in Table A2, 18 of students' drawings were not able to represent a metaphorical extension of *up*. The main drawback was that students drew the meaning of the phrasal verb in context instead of its metaphorical extension, as observed in Figure A1.

**Figure A1***Cristian's Representation of Up for Dress Up*

In the previous example, the drawing did not represent the metaphorical extension of *up*. The sentence in which the phrasal verb *dress up* was introduced was “*You don’t need to dress up, come as you are*”. Thus, Cristian’s drawing is about the sentence itself. The same situation happened with 72% of students’ schemas. On the other hand, 28% of their drawings do represent a metaphorical extension of the preposition *up*, as it is observed in Figures A2 and A3.

**Figure A2***Joaquín's Representation of Up for Show Up*

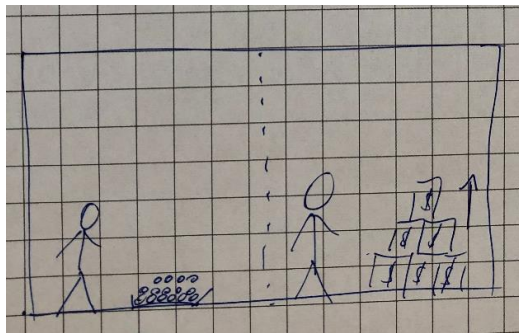
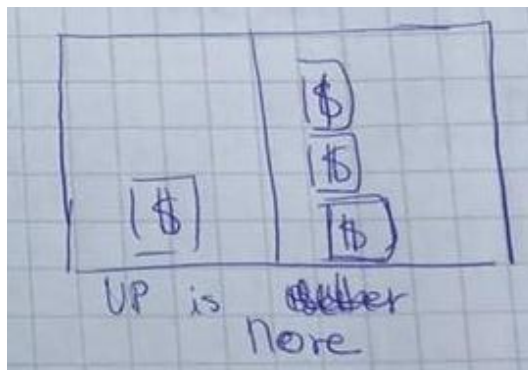
As noted in Figure A2, Joaquín was able to illustrate the right image-schema for the metaphorical extension UP IS VISIBILITY. The phrasal verb *show up* was introduced in the sentence “*It was getting late when she finally showed up*”, which explains the student’s sketches of the sun and the moon.

**Figure A3***Esther's Representation of Up for Set Up*

As observed in Figure A3, Ester’s schema represents the metaphorical extension UP IS ACTIVE. The sentence in which this phrasal verb was presented was “*My dad is setting up a new business.*”

In all these examples above, students were able to represent the expected metaphorical extension. Nonetheless, there were two schemas which did not fulfil the objectives. These are shown in Figures A4 and A5.



**Figure A4***Joaquín's Representation of Up for Set Up***Figure A5***Catherine's Representation of Up for Set Up*

In both examples, students were able to draw metaphorical extensions for *up*. However, these did not represent the meaning of the preposition in the phrasal verb *set up*. Students argue this was because of the word “new” in the sentence given - “*My dad is setting up a **new** business.*” -, meaning that the subject already had some businesses and this new one would give him more income. Therefore, the context in which the phrasal verb was introduced had a strong influence on students’ interpretation of the metaphorical extension of the preposition *up*.

Another, significant factor in this pedagogical intervention was that the students were not able to draw representations of *up* for *dress up* and *eat up*. The expected metaphorical extensions were UP IS BETTER and UP IS COMPLETION, respectively. This might be because these two metaphorical extensions are more abstract than the other ones introduced and thus more difficult to represent in a drawing.

Overall, out of 25 drawings, only 5 truly represented the expected metaphorical extensions, meaning that only 20% of their answers were correct. However, even though in 80% of the cases students were not able to represent the correct metaphorical extension, most of their drawings did

show understanding of the target phrasal verbs, as previously observed in Figure A1. Therefore, there is no direct relationship between students' visual representation of the metaphorical extension of *up* and their understanding of the novel phrasal verbs introduced.

After some reflection, it was concluded that to draw visual representations of the metaphorical extensions was a difficult task and required deep knowledge about Cognitive Linguistics. The concept of metaphorical extension had just been introduced to the students. It was a new approach to phrasal verbs learning and by asking them to create visual representations of the metaphors, students were being tested on their knowledge of CL instead of their understanding of the new phrasal verbs. Because of this, the strategy for Group 2 was changed.

### 6.3.2 Stage 2.2 Second Cycle

As explained in **Methodology**, after the explanation phase, students from Group 2 did not draw the metaphorical extensions of *up* but had to identify them using the image-schemas which were previously introduced. Results from Group 2 are summarized in Table A3.

**Table A3**

Stage 2.2 General Results

PVs	SHOW UP	SET UP	SAVE UP	DRESS UP	EAT UP
Student					
Andrés	UP IS VISIBILITY	UP IS ACTIVE/IN ACTION	UP IS MORE	UP IS ACTIVE/IN ACTION	UP IS AUTHORITY
Carmen	UP IS VISIBILITY	UP IS ACTIVE/IN ACTION	UP IS MORE	UP IS ACTIVE/IN ACTION	UP IS AUTHORITY
Bárbara	UP IS VISIBILITY	UP IS ACTIVE/IN ACTION	UP IS COMPLETION	UP IS ACTIVE/IN ACTION	UP IS AUTHORITY
Antonia	UP IS ACTIVE/IN ACTION	UP IS ACTIVE/IN ACTION	UP IS COMPLETION	UP IS AUTHORITY	UP IS AUTHORITY
Matias	UP IS COMPLETION	UP IS COMPLETION	UP IS COMPLETION	UP IS AUTHORITY	UP IS COMPLETION

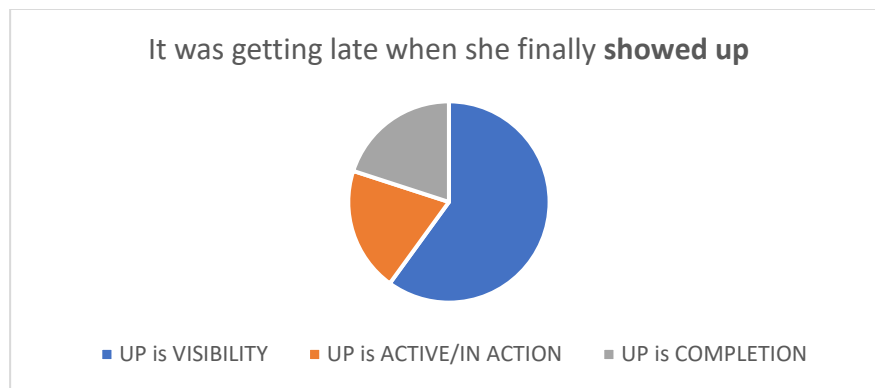
- 
- Student identifies one metaphorical extension of up, but not the expected for the PV.
  - Student identifies the expected metaphorical extension of up for the PV.
- 

As observed in Table A3, the number of correct answers in relation to the expected metaphorical extensions is 10, which means that the percentage of correct answers in Group 2 is 40%.

Regarding the phrasal verb *show up*, 60% of students' answers were the expected ones. These results are illustrated in Figure A6.

**Figure A6**

*Students' answers. Show up – Group 2*



In this instance, students were asked the reasons behind their choices so as to understand their thought processes. For *show up*, students' answers are illustrated in Table A4.

**Table A4**

*Students' justifications. Show up – Group 2.*

Metaphorical Extension	Justification
<b>UP IS VISIBILITY</b>	“Because... apareció, porque se hizo visible, una cosa así” (Bárbara, personal communication, November 26, 2020)
<b>UP IS ACTIVE/IN ACTION</b>	“I think is action because she... ella aparece, o sea está activa, por fin” (Antonia, personal communication, November 26, 2020)
<b>UP IS COMPLETION</b>	“Because...ella llegó, completó la acción” (Matías, personal communication, November 26, 2020)

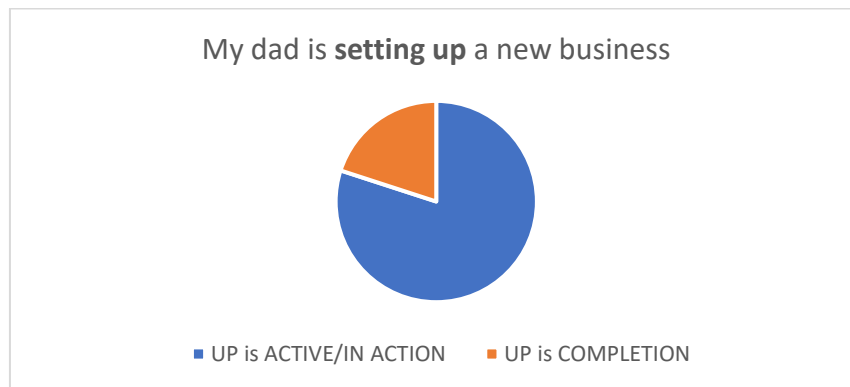
Even though UP IS VISIBILITY was the expected answer for the phrasal verb *show up*, UP IS ACTION was also considered valid, since it also represents a valid metaphorical extension for the

preposition *up* in this context. This increased the percentage of correct answers to 80%. Regarding UP IS COMPLETION, there was an influence of the sentence in which the phrasal verb was embedded - “*It was getting late when she finally showed up*”-, especially of the word *finally*, which implies that the action has finished.

Regarding the phrasal verb *set up*, 80% of students’ answers were the expected ones -UP IS ACTIVE/IN ACTION-. These results are illustrated in Figure A7.

**Figure A7**

*Students’ answers. Set up – Group 2*



Students’ justifications of their answers are shown in Table A5.

**Table A5**

*Students’ justifications. Set up – Group 2*

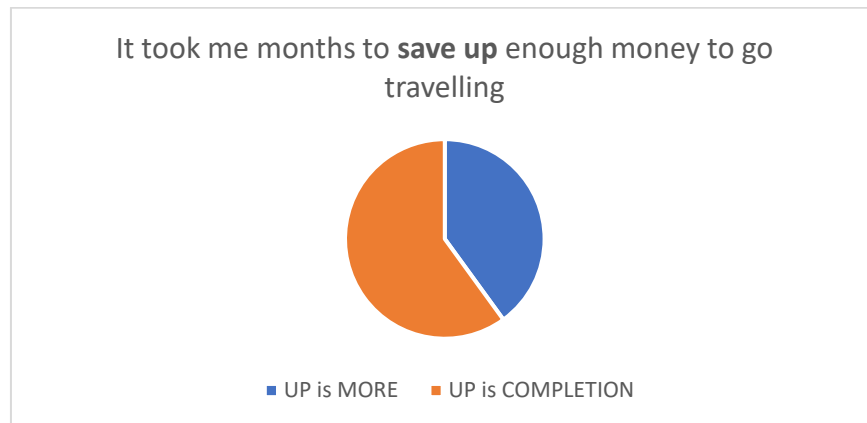
Metaphorical Extension	Justification
<b>UP IS ACTIVE/IN ACTION</b>	“I think the dad is opening a new business, entonces es una acción nueva” (Andrés, personal communication, November 26, 2020)
<b>UP IS COMPLETION</b>	“Yo lo asumí como completion porque el papá está completando un negocio o terminando un negocio” (Matías, personal communication, November 26, 2020)

In this case, 4 out of 5 students were able to identify the expected metaphorical extension. For UP IS COMPLETION, there was a misunderstanding in terms of the meaning of the phrasal verb, which was clarified in class.

Respecting the phrasal verb *save up*, 40% of the answers were the expected ones -UP IS MORE-, as observed in Figure A8.

**Figure A8**

*Students' answers. Save up – Group 2*



Students' justifications can be observed in Table A6.

**Table A6**

*Students' justifications. Save up – Group 2*

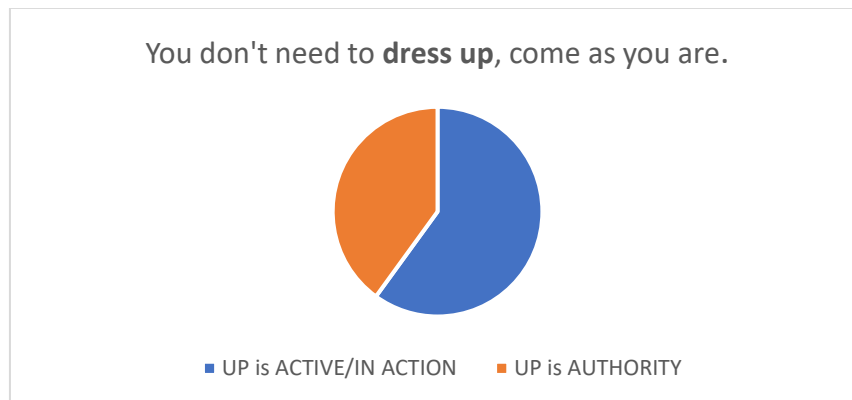
Metaphorical Extension	Justification
<b>UP IS MORE</b>	“It’s more because it took him more time, le tomó más tiempo juntar dinero” (Catherine, personal communication, November 26, 2020)
<b>UP IS COMPLETION</b>	“Porque a él le tomó una cantidad de meses juntar dinero para irse de vacaciones, entonces fue como una etapa terminada” (Antonia, personal communication, November 26, 2020)

In this case, students' answers were influenced by the sentence in which the phrasal verb was embedded: “*It took me months to save up enough money to go travelling.*” After checking their answers, it was explained that the idea of UP IS MORE had to do with money instead of time, as both students who chose UP IS MORE showed the same reasoning. Regarding UP IS COMPLETION, there was a strong influence of the sentence meaning, where it seems that the act of *saving up* had already finished.

In regard to the phrasal verb *dress up*, none of the students was able to identify the expected metaphorical extension - UP IS BETTER -. Instead, 60% of their answers was UP IS ACTIVE/IN ACTION and 40% UP IS AUTHORITY. These results are shown in Figure A9.

**Figure A9**

*Students' answers. Dress up – Group 2*



Students' reflections on their answers are illustrated in Table A7.

**Table A7**

*Students' justifications. Dress up – Group 2*

Metaphorical Extension	Justification
<b>UP IS ACTIVE/IN ACTION</b>	“Because to get dressed is an action...lo tomé como la acción en sí” (Catherine, personal communication, November 26, 2020)
<b>UP IS AUTHORITY</b>	“Porque lo vi como que lo está autorizando a que no se cambie, a que vaya como está vestido” (Antonia, personal communication, November 26, 2020)

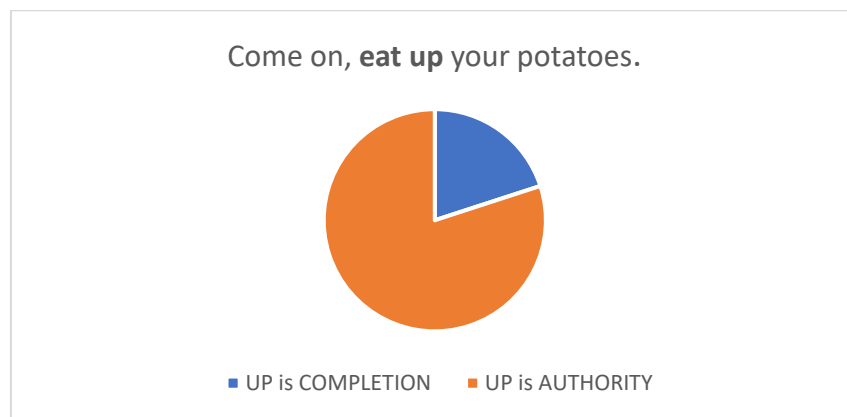
In this instance, students' answers showed misunderstanding of the phrasal verb or were influenced by the meaning of the sentence itself. First, they chose UP IS ACTIVE/IN ACTION as the action of changing clothes, which implies they did not understand the meaning of the phrasal verb. On the other hand, since the sentence was an instruction and had an imperative, some of them chose UP IS

AUTHORITY as the metaphorical extension for *up*. After the students shared their answers, it was explained that the expected answer was UP IS BETTER and why UP IS ACTIVE/IN ACTION and UP IS AUTHORITY were not actually related to the phrasal verb *dress up*.

Regarding the last phrasal verb *eat up*, only one student was able to identify the right metaphorical extension. These results are shown in Figure A10.

**Figure A10**

*Students' answers. Eat up – Group 2*



As observed in Figure A10, most of the students answered UP IS AUTHORITY as the metaphorical extension of *up* for *eat up*. Once again, they got confused by the context in which the phrasal verb was introduced. Regarding the reasons behind their choices, these are illustrated in Table A8.

**Table A8**

*Students' justifications. Eat up – Group 2*

Metaphorical Extension	Justification
<b>UP IS COMPLETION</b>	“Yo entendí que no se había comido todas las papas, entonces tenía que terminar” (Matías, personal communication, November 26, 2020)
<b>UP IS AUTHORITY</b>	“Lo tomé porque le está dando una instrucción, una orden” (Bárbara, personal communication, November 26, 2020)

As the phrasal verb *eat up* was introduced in an imperative sentence, most of the students got confused and were not able to identify the right metaphorical extension. After reviewing their answers, I

explained why UP IS AUTHORITY was not related to *eat up* and that UP IS COMPLETION was the expected answer.

When analyzing these the results, it was inferred that even though identifying metaphorical extensions of *up* was a simpler task than creating visual representations of the metaphors, it still demanded deep knowledge about Cognitive Linguistics. Understanding and identifying the expected metaphorical extension was not an easy task and more time should have been given to the explanation of the CL concepts. Even though results were better in this cycle of the intervention, still they did not reach half of correct answers. Thus, there was an improvement but not as relevant as expected.

Overall, even though there were some misunderstandings which were clarified in class, students mainly understood the target vocabulary. Thus, students' understanding of the target phrasal verbs was not conditioned to the identification of the metaphorical extensions of *up*.

### 6.3.3 Comparing Stages 2.1 and 2.2

In general terms, the percentage of correct answers in Group 2 was higher. The only case in which more correct answers were given was for the phrasal verb *save up*. These results are illustrated in Table A9.

**Table A9**

*Stages 2.1 & 2.2 comparative table – Students' correct answers*

Cycles 1 and 2: Percentage of students' correct answers (%) (N=10)			
		Group 1	Group 2
<b>Phrasal Verbs</b>	Show up	20	80
	Set up	20	80
	Save up	60	40
	Dress up	0	0
	Eat up	0	20
<b>General results</b>		20	40

Even though results were better when the objective was to identify the expected metaphorical extension (Cycle 2) instead of creating a visual representation of it (Cycle 1), students still had some difficulties and correct answers were only 40% of the total. The main factor influencing these results was the context in which the phrasal verbs were introduced. Students got confused by the meaning of the sentences themselves, as it was with imperative sentences for *dress up* and *eat up*. Time was also



a significant factor. Explicit explanation of metaphorical extensions of *up* and students' identification of them occurred in the same lesson, which could have had an influence on these results due to the complexity of the concepts. More time should have been given to each part of this stage. Unfortunately, due to time constraints, this was not possible.

Students' understanding of the target phrasal verbs is also a relevant factor in this analysis. In this regard, a similar situation can be observed in both cycles; students' representation and identification of the metaphorical extensions of *up* were not the only variables influencing students' understanding of the target vocabulary. In both cycles, even though students' answers regarding metaphorical extensions of *up* were not the expected ones, they demonstrated they have understood the meaning of the phrasal verbs. Based on students' answers, meaning drawings (Group 1) and justifications (Group 2), and class observation, these results are illustrated in Table A10.

**Table A10**

*Stages 2.1 & 2.2 comparative table – Students' understanding of target PV.*

Cycles 1 and 2: Percentage of students' understanding of target PV (%) (N=10)			
		<b>Group 1</b>	<b>Group 2</b>
<b>Phrasal Verbs</b>	Show up	100	100
	Set up	40	80
	Save up	100	100
	Dress up	80	40
	Eat up	100	100
<b>General results</b>		84	84

As observed in Table A10, the general percentage of students' understanding in both cycles is the same. An important variable which influenced these results was the context in which the phrasal verbs were introduced. This was also shown in their drawings and justifications, where they sometimes focused on the meaning of the sentences themselves instead of the specific phrasal verbs. This factor was not considered when planning the intervention and it had an impact on both groups.

## **6.4 Stage 3: After the intervention**

### **6.4.1 Stage 3.1 Post-tests**

This stage focuses on the analysis of post-tests' results. General results are illustrated in Table A11.

**Table A11***Post-tests - General Results.*

	Participant	Score (1-10)	Mean
GROUP 1	Juan	6	7.6
	Esther	8	
	Cristian	7	
	Joaquín	8	
	Catherine	9	
GROUP 2	Andrés	8	7.8
	Carmen	7	
	Bárbara	10	
	Antonia	7	
	Matias	7	

As observed, both groups had very similar results. Compared to the pre-test, there is an increase in the number of correct answers in Group 1. However, it is not relevant. Regarding Group 2, the mean remained the same (See **Table A1**).

Ten phrasal verbs were tested in this instance; five that students saw in the online platform and then had a CL approach to them in class (*stand up*, *wake up*, *go up*, *pick up* and *get up*) and five novel phrasal verbs that were introduced in the same lesson (*dress up*, *eat up*, *show up*, *set up* and *save up*). Results regarding the set of new phrasal verbs are shown in Table A12.

**Table A12***Post-tests. Results on novel PV*

	Participant	Score (1-5)	Mean
GROUP 1	Juan	4	4.4
	Esther	4	
	Cristian	5	
	Joaquín	4	
	Catherine	5	

GROUP 2	<b>Andrés</b>	<b>4</b>	<b>4.4</b>
	Carmen	4	
	Bárbara	5	
	Antonia	4	
	Matias	5	

Overall, there is no difference in the general results of Groups 1 and 2. Both groups share the same mean, 4.4 in a scale from 1 to 5. These results suggest that there was a positive influence of the CL approach to the instruction of this set of phrasal verbs on students' retention. All students had 4 or 5 correct answers, which implies that the strategy taken in both pedagogical interventions helped them to remember the meaning of these novel phrasal verbs.

Regarding Group 1, these results are illustrated in Table A13.

**Table A13**

*Post-tests - Group 1 results on novel PV*

PVs	SHOW UP	SET UP	SAVE UP	DRESS UP	EAT UP
Student					
Juan	✓	✗	✓	✓	✓
Esther	✓	✓	✗	✓	✓
Cristian	✓	✓	✓	✓	✓
Joaquín	✗	✓	✓	✓	✓
Catherine	✓	✓	✓	✓	✓

As observed, all students in Group 1 correctly answered the questions about phrasal verbs *dress up* and *eat up*. Regarding *show up*, *set up* and *save up*, 80% of their answers were correct, meaning that 4 out of 5 students chose the right alternative.

A significant factor about these results is that in class students were not able to represent the metaphorical extensions of *dress up* and *eat up* (see **Table A9**) and still showed 100% of correct answers in the post-tests. This may be due to further explanation given by the teacher after they

presented their answers and drawings and to the relation made with the visual representations of the image-schemas. These results demonstrate the importance of explicit teaching of metaphorical extensions, since even though they were not able to illustrate the image-schemas in class, post-tests results suggest that the explanations and illustrations given helped them to retain these new phrasal verbs.

In regard to Group 2 results, these are shown in Table A14.

**Table A14**

*Post-tests - Group 2 results on novel PV*

PVs	SHOW UP	SET UP	SAVE UP	DRESS UP	EAT UP
Student					
Andrés	✓	✗	✓	✓	✓
Carmen	✓	✗	✓	✓	✓
Bárbara	✓	✓	✓	✓	✓
Antonia	✓	✗	✓	✓	✓
Matias	✓	✓	✓	✓	✓

Once again, all students correctly answered questions about phrasal verbs *dress up* and *eat up*, even though they had problems identifying the right metaphorical extensions during the intervention (see **Table A9**). This also suggest that explicit explanation and imagery about metaphorical extensions of *up* helped them to retain the target vocabulary, even when their answers in class were not the expected ones.

Another relevant factor to consider is that in this cycle of the research, all students properly answered exercises about phrasal verbs *show up* and *save up*. However, they had problems with the question about *set up*, where only 40% of the students chose the correct alternative. It is interesting that in this cycle all incorrect answers were about the same phrasal verb, even when 80% of the students were able to identify the right metaphorical extension of *up* for *set up* in class. Since 4 out of 5 students identified UP IS ACTION as the metaphor for this phrasal verb and only one of them chose

UP IS COMPLETION, the teacher focused on explaining why the latter was not correct, but no further explanation on why UP IS ACTION was the expected metaphorical extension was given. This may be the reason why students did not retain the meaning of this phrasal verb.

In general terms, results from the post-tests in both cycles are similar. A comparison of both cycles is presented in Table A15.

**Table A15**

*Comparative table – Students' retention of target PV.*

Cycles 1 and 2: Percentage of students' retention of target PV (%) (N=10)			
		<b>Group 1</b>	<b>Group 2</b>
<b>Phrasal</b>	Show up	80	100
<b>Verbs</b>	Set up	80	40
	Save up	80	100
	Dress up	100	100
	Eat up	100	100
<b>General results</b>		88	88

The total percentage of students' retention of this set of novel phrasal verbs is the same for both Group 1 and Group 2. Even though the main tasks were different in both cycles - representation and identification -, there is no difference in regard to students' retention of the target vocabulary.

Post-test results show that all students achieved between 80% and 100% for the test, which means that all of them obtained a high score. It seems then that the CL approach taken in the interventions, considering explicit explanations, imagery, and students' tasks, had a positive impact on students' retention of novel phrasal verbs. It is important, however, that there are different variables which could have influenced these results, one of them is the strategy taken in class. Other factors such as students' previous knowledge, experiences and education could have also influenced these results.

#### **6.4.2 Stage 3.2 Students' feedback**

This stage focuses on the analysis of students' feedback. General results are illustrated in Table A16. Three students were not able to participate in the feedback sessions and did not answer the questionnaire sent to their emails. Students' answers were in Spanish but translated to English.

**Table A16***Students' feedback about the intervention*

	<b>Participant</b>	<b>1. Do you think you can apply what you have learned about phrasal verbs?</b>	<b>2. On a scale from 1 to 10, how useful is the information on metaphorical extensions?</b>
<b>GROUP 1</b>	<b>Juan</b>	<b>“I understood the main idea but I would need more lessons to really apply it” (personal communication, December 3, 2020)</b>	<b>7</b>
	Esther	“Yes, it is very useful” (personal communication, December 3, 2020)	9
	Cristian	-	-
	Joaquín	“Yes, but it is not easy to apply. One class is not enough” (personal communication, December 3, 2020)	10
	Catherine	“Yes, but I would need more practice. It is too abstract. I learnt 4-5 new phrasal verbs” (personal communication, December 3, 2020)	4
<b>GROUP 2</b>	<b>Andrés</b>	<b>“Yes, the tips you gave us were very good” (personal communication, December 3, 2020)</b>	<b>9</b>
	Carmen	“Yes, but I would have liked to see more phrasal verbs” (personal communication, December 3, 2020)	7

Bárbara	-	-
Antonia	“Yes, everything in the course was useful” (personal communication, December 3, 2020)	8
Matias	-	-

In general, students’ feedback was positive. Regarding the first question, 6 out of 7 students said they would be able to apply what they have learnt and one said he would need more lessons to apply it. Three variables influencing students’ perception of the proposed CL teaching methodology arise from their answers to question 1: time, difficulty, and usefulness. These are illustrated in Table A17.

**Table A17**

*Question 1 - Variables influencing students’ perception of phrasal verbs’ learning.*

Variable	Student’s answers (Do you think you can apply what you have learned about phrasal verbs?)
Time	I understood the main idea but <b>I would need <u>more lessons</u> to really apply it.</b> Yes, but it is not easy to apply. <b><u>One class is not enough.</u></b> Yes, but <b>I would need <u>more practice</u>.</b> It is too abstract. I learnt 4-5 new phrasal verbs. Yes, but <b>I would have liked to see <u>more phrasal verbs</u>.</b>
Difficulty	Yes, but <b>it is <u>not easy</u></b> to apply. One class is not enough. Yes, but I would need more practice. <b>It is <u>too abstract</u>.</b> I learnt 4-5 new phrasal verbs.
Usefulness	Yes, <b>it is <u>very useful</u>.</b> Yes, <b>the <u>tips</u> you gave us were <u>very good</u>.</b> Yes, <b>everything in the course was <u>useful</u>.</b>

Regarding the first variable, students’ answers show they felt they did not have enough time to truly understand the applicability of this new approach to phrasal verbs’ learning. Students’ feedback concerning time is related to having *more lessons*, *more practice* and learning *more phrasal verbs*. It is noteworthy that there was only one lesson devoted to this new approach, which was a brief overview of novel concepts and ideas, plus the presentation of novel phrasal verbs.

In terms of difficulty, students' answers show they considered this new approach was complex. Moreover, the fact that they mentioned it was *not easy* and *too abstract* is also connected to the first variable, since they would also need more time to learn these new ideas: one class is *not enough*, I would need *more practice*. Students' feedback is coherent with the theory; CL concepts are complex and it would have been ideal to have more time to go through them in more detail.

In regard to the variable usefulness, students claimed that what they learnt in class was useful. The first answer refers to the lesson itself (*it is very useful*), the second one to information given in class (*the tips you gave us were very good*) and the third one is not specifically related to the pedagogical intervention but to the English course (*everything in the course is useful*). Even though students affirmed more time should have been given to this new approach and mentioned it was quite difficult, at the same time they do considered it was useful.

Regarding question 2, which is specifically about metaphorical extensions, results are summarized in Table A18.

**Table A18**

*Question 2 – Summarized Results*

<b>On a scale from 1 to 10, how useful is the information on metaphorical extensions?</b>	
	<b>Mean (1 – 10)</b>
Group 1 (N=4)	7,5
Group 2 (N=3)	8

As observed, there is not an important difference in the results of both groups. Even though students claimed there was not enough time to cover the contents and that the approach was difficult, they did affirm metaphorical extensions were quite useful to them. Their feedback agrees with the results of their post-tests, where the CL approach introduced in the pedagogical intervention seemed to have a positive effect on their retention of these five novel phrasal verbs seen in class.



## VII. Conclusions

After analyzing the data collected in this piece of research, it appears that an explicit CL approach to phrasal verb instruction had a positive impact on these groups of EFL students. Overall, the ideas taken from Kurtyka (2001), Tyler and Evans (2007) and Boers and Lindstromberg (2008) about imagery, semantic elaboration and motivated meaning constituted the basis of the pedagogical interventions performed in this study and appeared to have a beneficial effect on students' retention. With the aim of elucidating in detail the conclusions of this action research, this section is divided into four different sub-sections: *a) conclusions regarding research questions, b) reflection on methodological design, c) limitations of the study and d) future projections.*

### 7.1 Conclusions regarding research questions

In respect to the first question, *how does a CL teaching methodology impact students' retention of new phrasal verbs*, the results of this piece of research seem to reveal a positive effect of raising awareness about conceptual motivation on students' retention of novel phrasal verbs. Results of post-tests presented a high score when looking at the set of phrasal verbs taught in class (*show up, set up, save up, dress up* and *eat up*). In order to enhance retention, these multi-word verbs were presented combining both the verbal and the visual (Kurtyka, 2001), using visual representation of the metaphorical extensions of *up*. The aim behind this approach was to promote semantic elaboration by associating new vocabulary with imagery (Boers and Lindstromberg, 2008). After analyzing the results, it seems the pedagogical strategies taken in both cycles generated positive results regarding retention.

It is noteworthy that there is no difference in the post-tests scores of both groups. Even when two different strategies were taken -representation and identification of metaphorical extensions of the preposition *up*- the explicit CL methodology taken in both cycles seemed to have had the same influence in all students who participated in this study. This might be because explicit explanations of phrasal verbs meaning and visual representations of the metaphorical extensions of *up* were the same in both cycles (see **Appendices 5 & 6**).

In regard to question 2, *to what extent do metaphorical extensions of up help students to understand novel phrasal verbs*, results are not conclusive. There is a difference in the results of Stage 2 in terms of students' performance in tasks competing metaphorical extensions and students' understanding of the target phrasal verbs. In other words, even when students were not able to represent or identify the target metaphorical extensions of *up*, in a high percentage of the cases they

did understand the meaning of the phrasal verb. Other factors influenced this, such as the context in which the target vocabulary was embedded. Thus, there is no direct relationship between identification or representation of metaphorical extensions of *up* and understanding of novel phrasal verbs. The same happened in both cycles of the intervention.

Another factor to consider in this regard is that both tasks concerning metaphorical extensions of *up* implied deep knowledge on Cognitive Linguistics. Unfortunately, there was not enough time to cover the CL concepts thoroughly and students did not achieve a high performance in these assignments. The fact that the tasks proposed implied complex mental operations meant to develop students' semantic elaboration (Boers and Lindstromberg, 2008). Nonetheless, time constraints prevented this from happening. Nevertheless, students did show a high percentage of understanding of the target phrasal verbs, which again shows that results are not conclusive and more research is needed.

Finally, when looking at question 3, *what are students' perceptions on the proposed CL teaching methodology*, results show students consider this approach useful but also think they did not have enough time to truly understand its applicability. Considering the three variables mentioned in the **Analysis**; time, difficulty, and usefulness, it is possible to conclude that due to the complexity of the approach, there was a lack of time which impede students from getting fully acquainted with this new methodology. Despite this, they did consider this approach to phrasal verbs and metaphorical extensions useful. It can be said then that students perceived the proposed CL methodology as something positive in their EFL instruction.

## 7.2 Reflections on methodological design

One of the possible amendments to be made to the methodological design is the amount of time devoted to the pedagogical intervention. When looking at the results of Stage 2, both 2.1 as well as 2.2, one may say students were not totally prepared to fulfill such complex tasks. One class was not enough time to cover all concepts and to practice the applicability of metaphorical extensions. Therefore, if this study is to be replicated or continued, a sub-unit should be considered to implement the pedagogical intervention.

Another significant aspect that was not contemplated when planning and carrying out the intervention was the context in which the phrasal verbs were presented. Different types of sentences were used -imperatives, declaratives, and interrogatives- to introduce the target vocabulary, which had an influence on students' interpretation of the metaphorical extensions, as explained in **Analysis**.

Because of this, the sentences in which the phrasal verbs were introduced should have been considered when planning the intervention. This is also a factor to consider if this research is to be continued.

### **7.3 Limitations of the study**

The main limitation of this study was the COVID-19 pandemic which did not allow face-to-face lessons to happen. Due to this contingency, all lessons were online, which left many factors out of the control of the teacher/researcher. One of the main limitations of online lessons in this regard is that teachers are not in control of what students do while answering quizzes or tests. Thus, they can manipulate the results by looking up words in the dictionary or using an online translator. To avoid this to happen, all evaluations comprising phrasal verbs were formative and students were explicitly told their answers would not have an impact on their grades.

Another, important limitation of this study was lack of time. Due to the nature of the course, the pedagogical intervention was implemented in just one lesson. In blended courses, more time is dedicated to the online platform. Therefore, they only have 12 face-to-face lessons and these are meant to be to practice what students have learnt online. Thus, applying a new teaching methodology to the instruction of phrasal verbs was not a priority. That is why only one lesson was devoted to this intervention. This had an impact on students' results in tasks comprising metaphorical extensions and on their perception about this methodology, where they explicitly said they would have liked to have more time to practice.

### **7.4 Future Projections**

An interesting future projection following this action-research study is to continue these pedagogical interventions as sub-units in regular face-to-face lessons. Since results are specific to this case study, it would be interesting to see how a similar but extended intervention works in a more typical EFL classroom, where more time can be given to this CL approach to phrasal verbs instruction.

Another important projection for this research is to implement a similar intervention introducing different set of phrasal verbs, exploring other prepositions and their metaphorical meaning extensions. In this study, it was decided to work with the preposition *up* since it is the most used preposition in English (Rudzka-Ostyn, 2003). Nonetheless, the same CL approach can be taken for other prepositions, using visual representations of their image-schemas.

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## Appendices

### Appendix 1: Pre-Test

#### Phrasal Verbs Quiz

Complete the sentences with one of the phrasal verbs from the box.

\*Obligatorio

pick up – look up – throw out – get up – go out –  
stand up – wake up – use up – turn down – go up –  
turn up – come over – look after

1. 1. I \_\_\_\_\_ at 7:00 AM, but I usually stay in bed until around 7:30. I am not a morning person.

\_\_\_\_\_

2. 2. Can you please \_\_\_\_\_ the baby while I go to the supermarket?

\_\_\_\_\_

3. 3. Yesterday, I went to the airport to \_\_\_\_\_ my friend Pablo.

\_\_\_\_\_

4. 4. House prices will \_\_\_\_\_ sooner or later.

\_\_\_\_\_

5. 5. Don't \_\_\_\_\_ all the milk, we need some for breakfast.

\_\_\_\_\_

## COGNITIVE LINGUISTICS & PHRASAL VERB LEARNING

6. 6. We usually \_\_\_\_\_ all our old clothes.

---

7. 7. Can you \_\_\_\_\_ Susan's phone number? I need to call her.

---

8. 8. Can you \_\_\_\_\_ the volume, please? I cannot hear what they are saying.

---

9. 9. Please \_\_\_\_\_ when we call your name.

---

10. 10. If you \_\_\_\_\_ early, try not to disturb everyone else.

---

11. \*Your name: \*

---

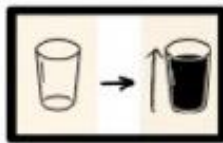
Appendix 2: Post-test

## Phrasal Verbs Quiz 2

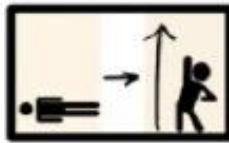
Complete the sentences with one of the phrasal verbs from the box. You can use the metaphors and schemas we saw in class.

\*Obligatorio

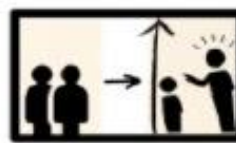
dress up – pick up – eat up – go up – look up – set up  
– wake up – stand up – get up – use up  
– show up – save up



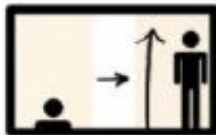
UP is  
COMPLETION



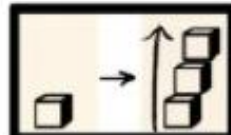
UP is ACTIVE/IN  
ACTION



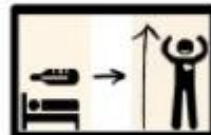
UP is  
AUTHORITY



UP is  
VISIBILITY



UP is MORE



UP is BETTER

1. 1. Students need to \_\_\_\_\_ when the teacher walks into the room.

\_\_\_\_\_

2. 2. You don't need to \_\_\_\_\_ to go to the restaurant - jeans and a t-shirt will do.

\_\_\_\_\_



3. 3. Go to sleep! You'll \_\_\_\_\_ the whole house with that noise.

\_\_\_\_\_

4. 4. Be a good boy and \_\_\_\_\_ your vegetables

\_\_\_\_\_

5. 5. The newspapers say that the dollar will \_\_\_\_\_ soon.

\_\_\_\_\_

6. 6. Peter is not here. He might \_\_\_\_\_ later, but I don't think so.

\_\_\_\_\_

7. 7. I'm sure the economy will \_\_\_\_\_ next year.

\_\_\_\_\_

8. 8. I want to \_\_\_\_\_ my own business.

\_\_\_\_\_

9. 9. You should \_\_\_\_\_ and buy a house.

\_\_\_\_\_

10. 10. I couldn't sleep so I decided to \_\_\_\_\_ and have breakfast.

\_\_\_\_\_

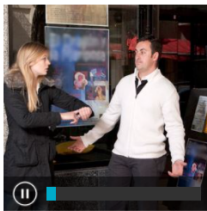
11. \*Your name: \*

\_\_\_\_\_

## Appendix 3: Students' online platform - example

### 1.1 Vocabulary · Introduction

[Listen and read.](#)



I've got to **get up** early tomorrow, because my sister-in-law is **coming over** to **pick up** our dog, Spike. She's **looking after** him because my wife and I are **going away** for a few days. I'm **looking forward** to our vacation, but I'm not **looking forward** to seeing my sister-in-law.

Last Christmas I told her to **throw out** her cigarettes and try to **give up** smoking. She got mad, and we **fell out**. Now we don't **get along**.

Then, last week, we **went out** with her to the movie theater. I bought her a soda and some popcorn but she never **paid me back**. When the movie started, she **stood up** and went to tell the usher to **turn** the volume **down** because it was too loud. She **came back** and fell asleep five minutes later. She didn't **turn her** cell **off** and it **went off** in the middle of the movie. She **woke up**, **picked up** her cell and started talking loudly. She didn't even offer to **call back** later. I told her to **hang up** or **get out of** the movie theater. When the movie **was over**, I **gave** her a **ride** home and she didn't even say thanks!

### 1.2 Vocabulary · Showcase

[Listen and repeat.](#)



## To get up

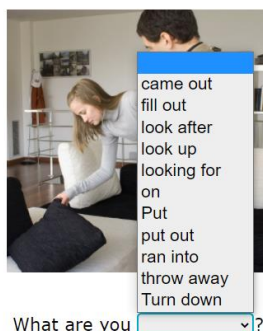
### 3.1 Consolidation · Phrasal verbs: choose an option

[Choose the correct phrasal verb from the list to complete the sentences.](#)

Example:

What are you *looking for*?

I can't find the car keys.



What are you ?

I can't find the car keys.

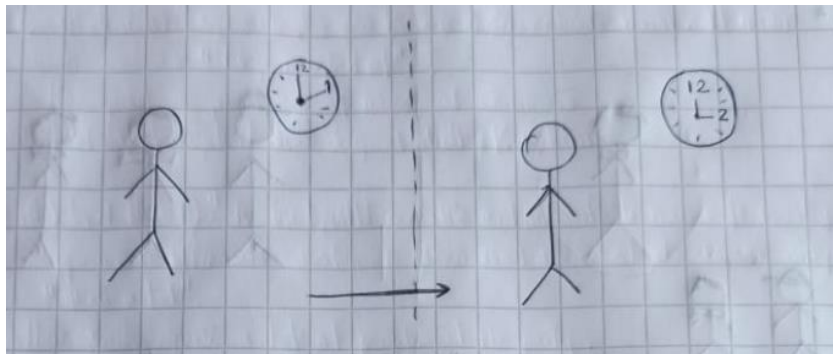
## Appendix 4: Group 1 Drawings

## COGNITIVE LINGUISTICS & PHRASAL VERB LEARNING

1. It was getting late when she finally **showed up**

**Expectation: UP IS VISIBILITY**

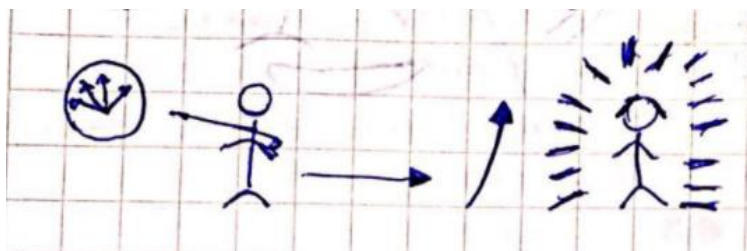
**Juan**



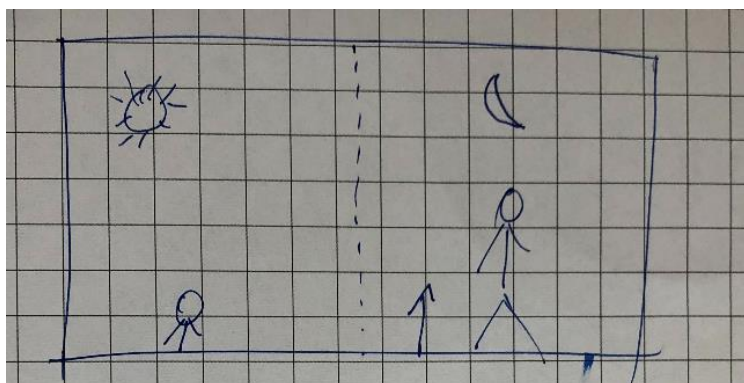
**Esther**



**Cristian**



Joaquín



Catherine



2. My dad is **setting up** a new business

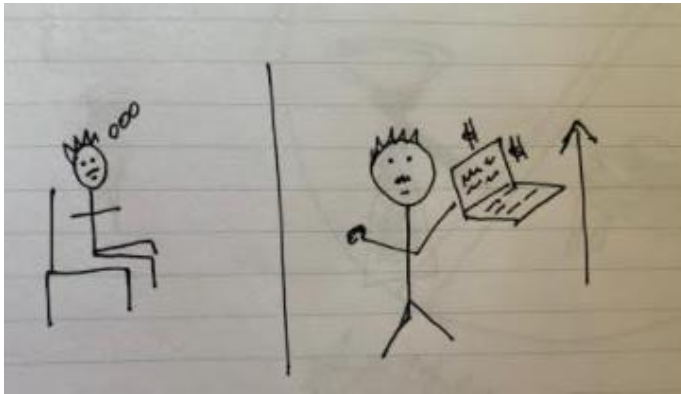
**Expectation: UP IS ACTIVE/IN ACTION**

Juan

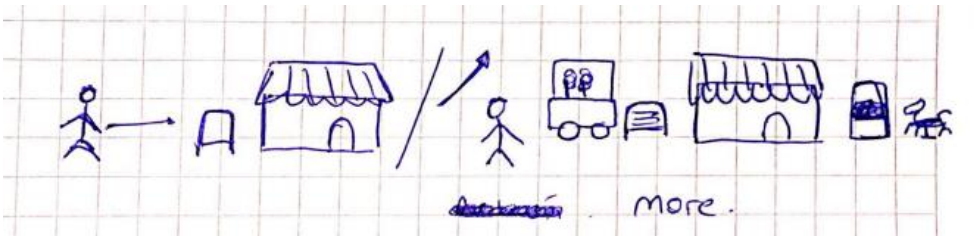


## COGNITIVE LINGUISTICS & PHRASAL VERB LEARNING

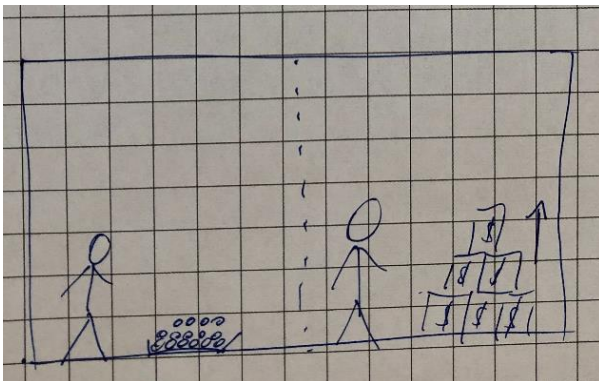
Esther



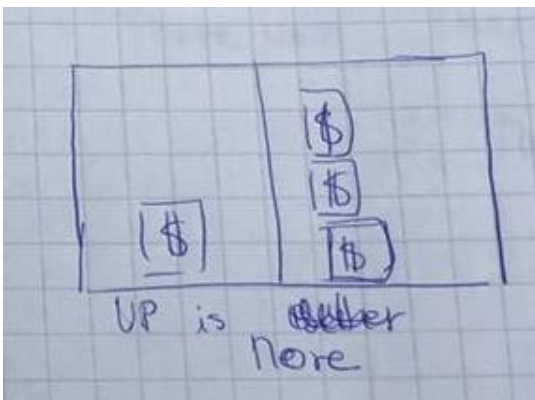
Cristian



Joaquin



Catherine

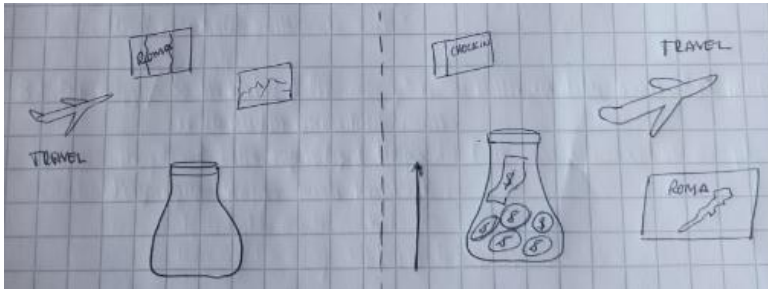


## COGNITIVE LINGUISTICS & PHRASAL VERB LEARNING

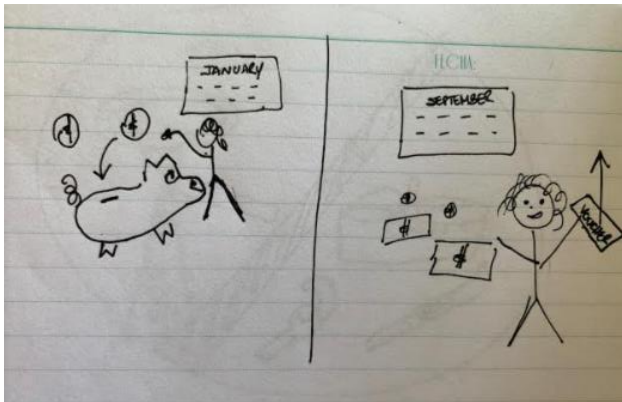
3. It took me months to **save up** enough money to go travelling

**Expectation: UP IS MORE**

**Juan**



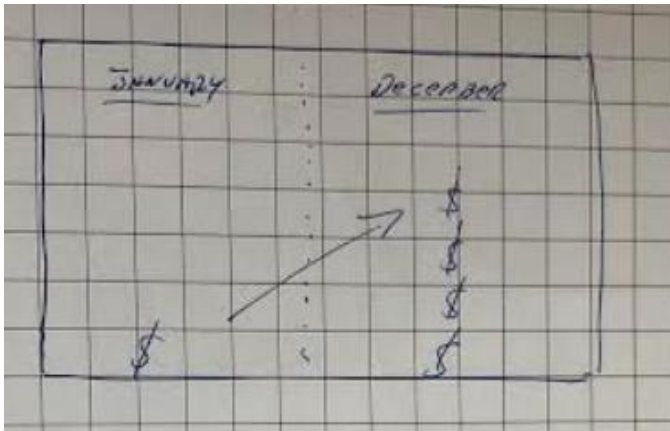
**Esther**



**Cristian**



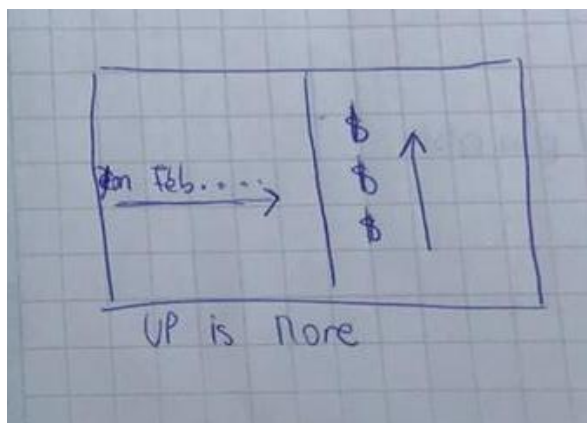
**Joaquin**





## COGNITIVE LINGUISTICS & PHRASAL VERB LEARNING

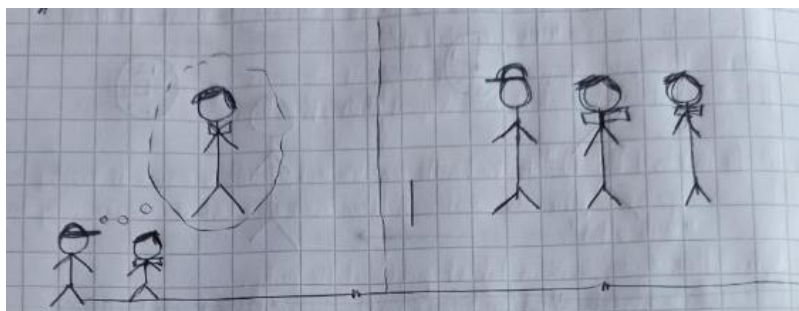
Catherine



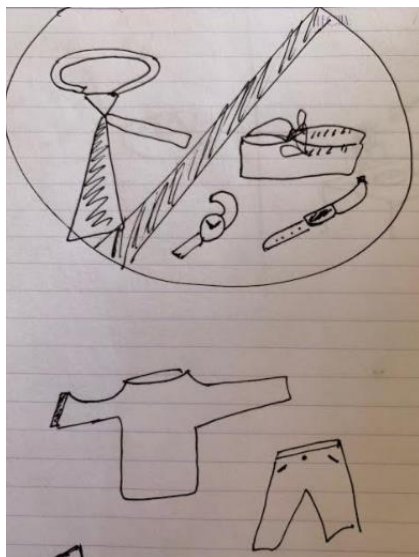
4. There's no need to **dress up**—come as you are

**Expectation: UP IS BETTER**

Juan

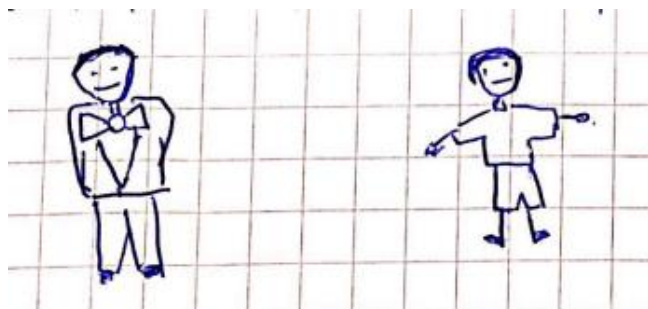


Esther

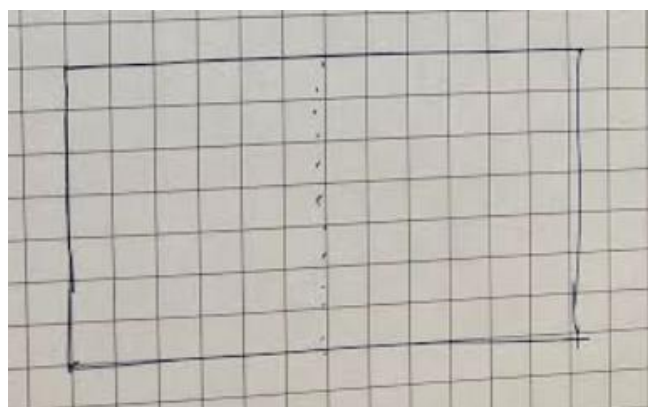


## COGNITIVE LINGUISTICS & PHRASAL VERB LEARNING

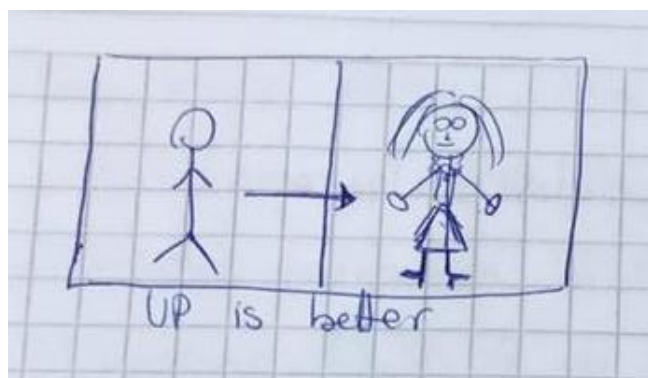
**Cristian**



**Joaquin**



**Catherine**



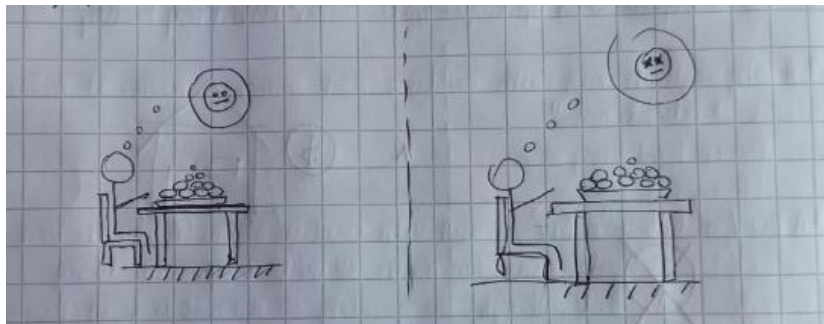


## COGNITIVE LINGUISTICS & PHRASAL VERB LEARNING

5. Come on. **Eat up** your potatoes.

**Expectation: UP IS COMPLETION**

**Juan**



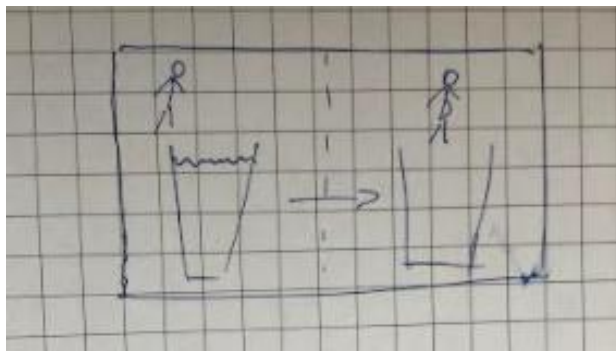
**Esther**



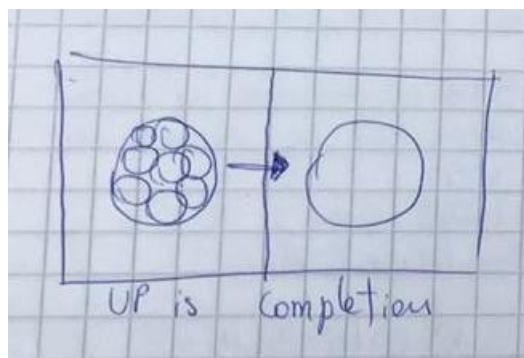
**Cristian**



**Joaquin**

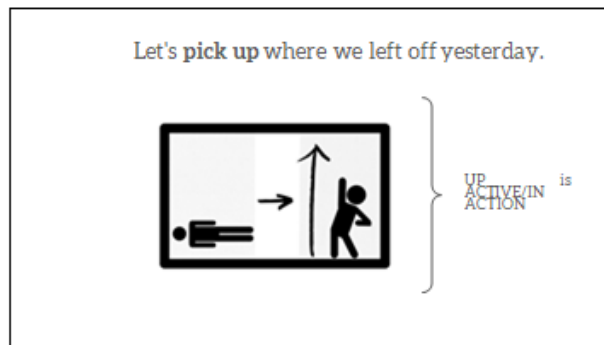


**Catherine**





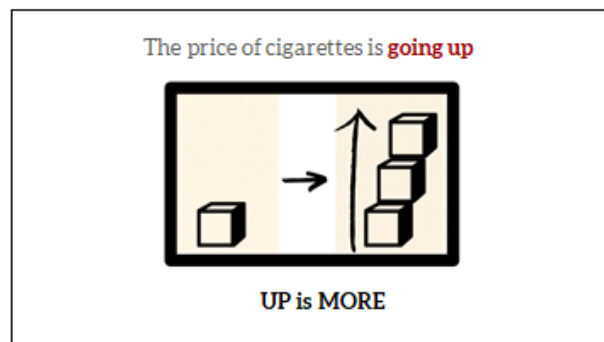
# COGNITIVE LINGUISTICS & PHRASAL VERB LEARNING



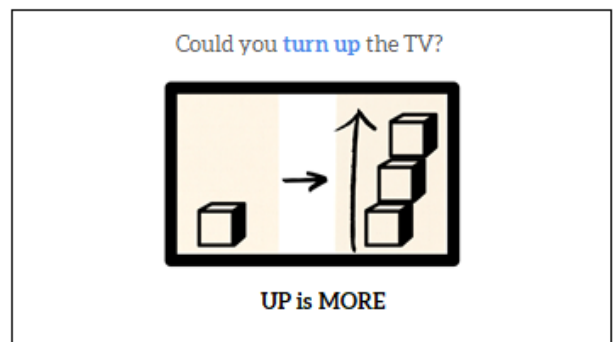
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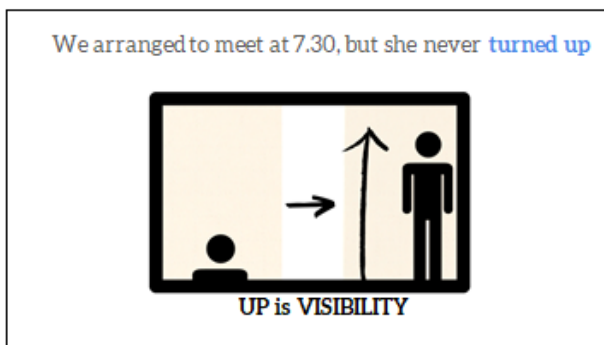
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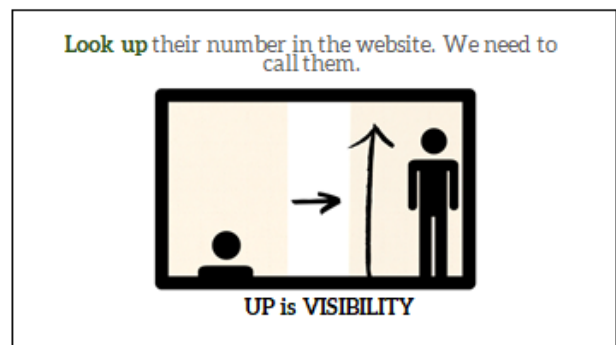
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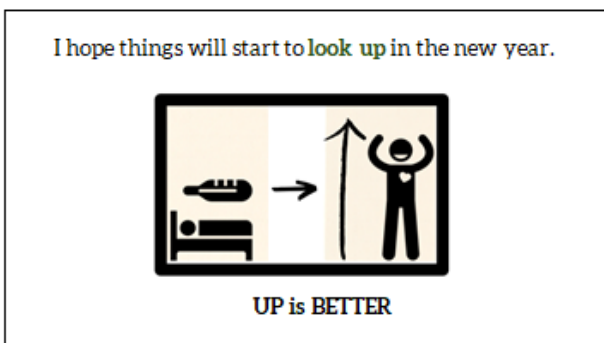
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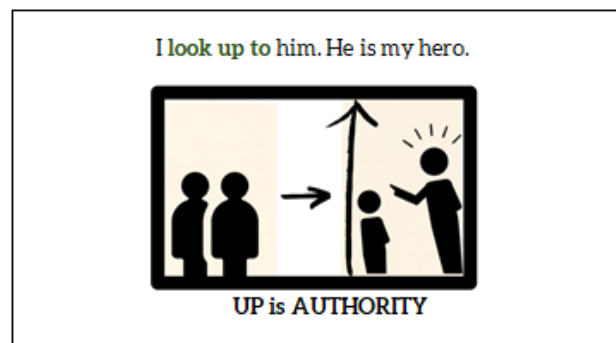
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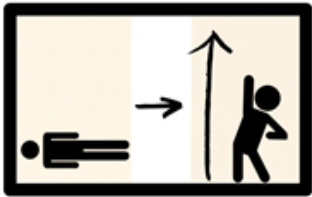
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16

# COGNITIVE LINGUISTICS & PHRASAL VERB LEARNING

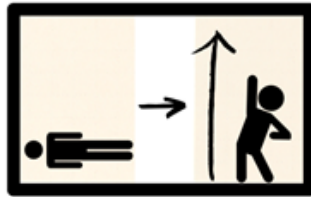
The children **stood up** when the teacher walked into the room



UP is ACTIVE/IN ACTION

17

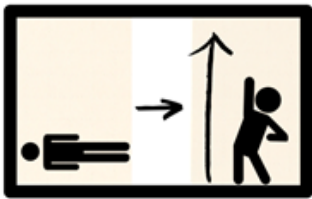
He always **gets up** early.



UP is ACTIVE/IN ACTION

18

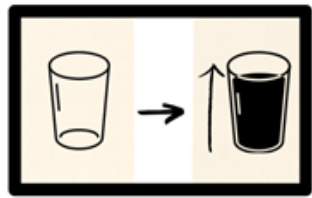
Wake up! It's eight o'clock



UP is ACTIVE/IN ACTION

19

Making soup is a good way of **using up** leftover vegetables



UP is COMPLETION

20




21

It was getting late when she finally **showed up**




22

My dad is **setting up** a new business



23

It took me months to **save up** enough money to go travelling



24

## COGNITIVE LINGUISTICS & PHRASAL VERB LEARNING

There's no need to **dress up**—come as you are



25

Come on. **Eat up** your potatoes.



26

To sum up...

What are phrasal verbs?

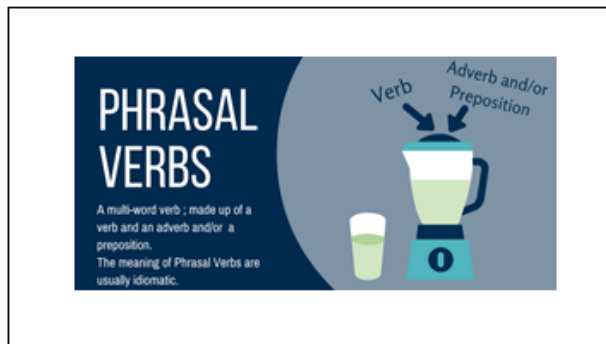
What are metaphorical extensions?

How do we learn new phrasal verbs?

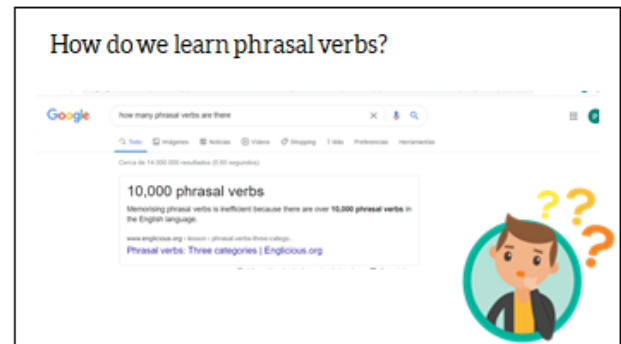


27

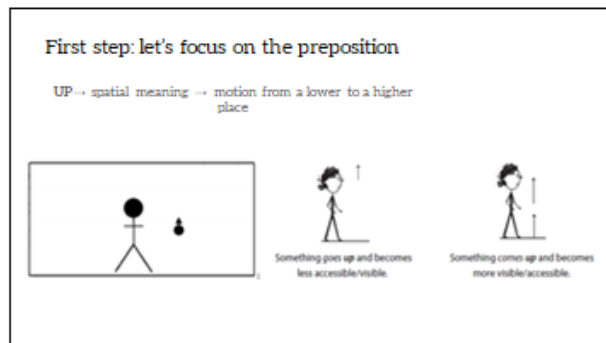
Appendix 6: Class 1 PPT – Second cycle



3



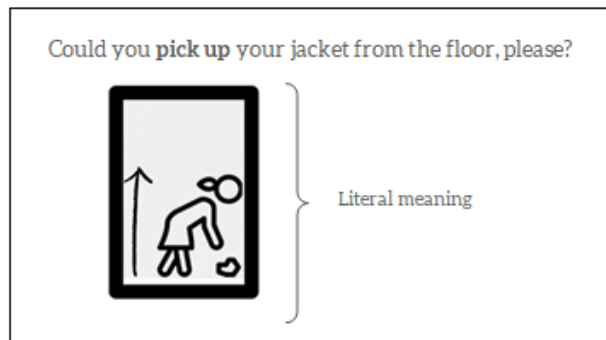
4



5



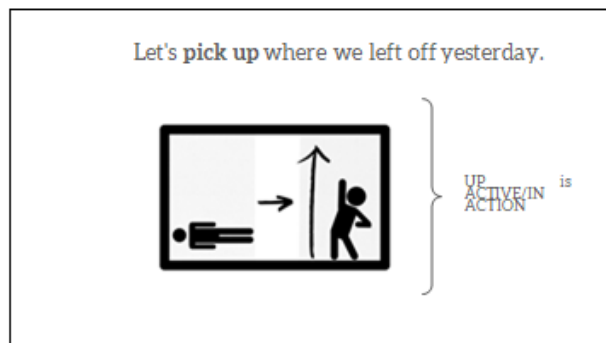
6



7



8



9



10

## COGNITIVE LINGUISTICS & PHRASAL VERB LEARNING

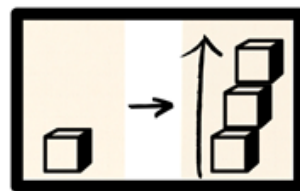
The price of cigarettes is **going up**



UP is MORE

11

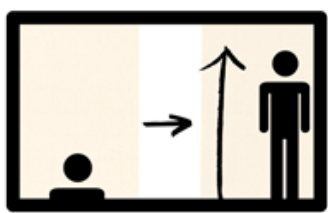
Could you **turn up** the TV?



UP is MORE

12

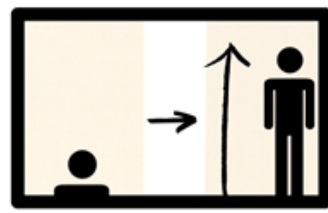
We arranged to meet at 7.30, but she never **turned up**



UP is VISIBILITY

13

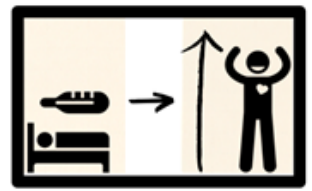
**Look up** their number in the website. We need to call them.



UP is VISIBILITY

14

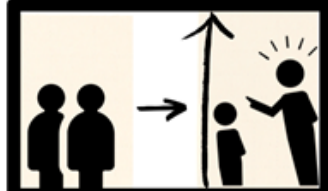
I hope things will start to **look up** in the new year.



UP is BETTER

15

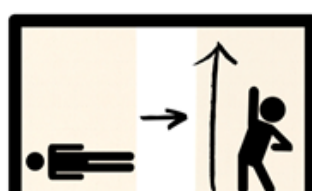
I **look up** to him. He is my hero.



UP is AUTHORITY

16

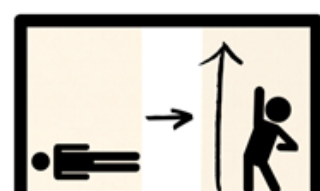
The children **stood up** when the teacher walked into the room



UP is ACTIVE/IN ACTION

17

He always **gets up** early.

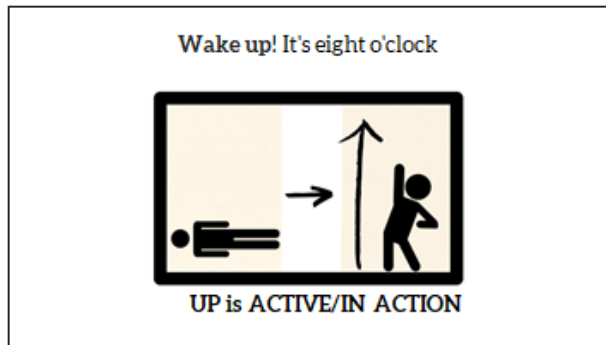


UP is ACTIVE/IN ACTION

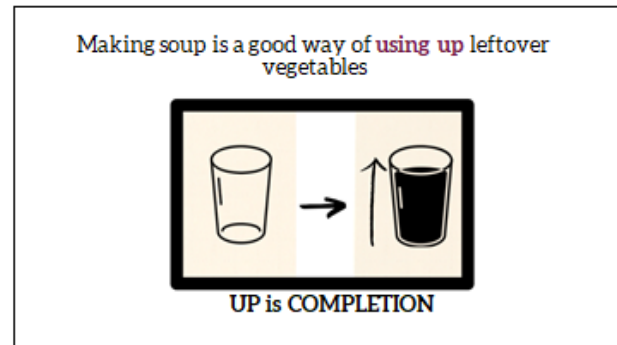
18



# COGNITIVE LINGUISTICS & PHRASAL VERB LEARNING



19



20



21



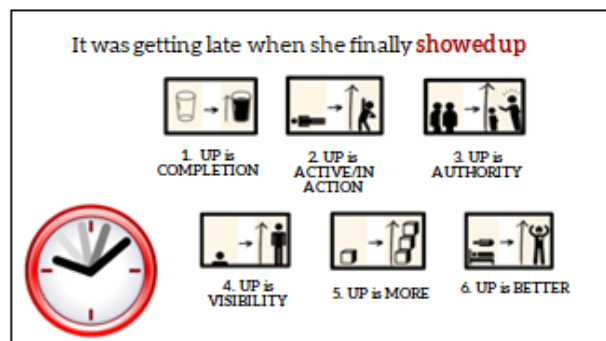
22



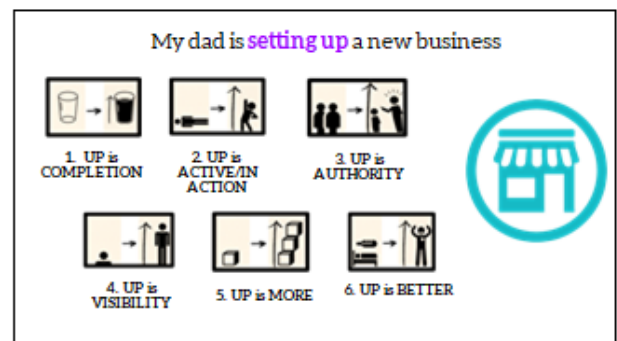
23



24



25



26

## COGNITIVE LINGUISTICS & PHRASAL VERB LEARNING

It took me months to **save up** enough money to go travelling




1. UP is COMPLETION



2. UP is ACTIVE/IN ACTION



3. UP is AUTHORITY



4. UP is VISIBILITY



5. UP is MORE



6. UP is BETTER

27

There's no need to **dress up**—come as you are




1. UP is COMPLETION



2. UP is ACTIVE/IN ACTION



3. UP is AUTHORITY



4. UP is VISIBILITY





5. UP is MORE




6. UP is BETTER

28


Come on. **Eat up** your potatoes.


1. UP is COMPLETION



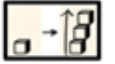
2. UP is ACTIVE/IN ACTION




3. UP is AUTHORITY



4. UP is VISIBILITY



5. UP is MORE



6. UP is BETTER


29

To sum up...

What are phrasal verbs?

What are metaphorical extensions?

How do we learn new phrasal verbs?



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Appendix 7: Consentimiento Informado



PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE

CONSENTIMIENTO INFORMADO

**Título de la investigación:** *A Cognitive Approach in the Learning of Phrasal Verbs by EFL Adult Learners in Blended Courses*

**Universidad y/o Centro de Estudios:** Pontificia Universidad Católica de Chile

**Programa de Estudios:** Magíster en Lingüística Aplicada al Inglés como Lengua Extranjera

**El objetivo de esta investigación:** Evaluar el impacto de una metodología de enseñanza basada en la lingüística cognitiva en el aprendizaje de verbos compuestos.

Usted ha sido invitado/invitada para participar en esta investigación al ser un estudiante de un curso de inglés semipresencial, nivel pre-intermedio.

**Su participación consistirá en:**

- Responder cuestionarios online.
- Participar en una clase online.
- En una entrevista individual vía videoconferencia.

Antes de proceder encontrará un botón indicando “acepto participar” o “no acepto participar”. Al marcar en el botón “Acepto participar”, usted da su consentimiento para que la información recopilada se utilice únicamente con fines académicos y/o de investigación. Por lo tanto, antes de comenzar, y hacer click en “acepto participar” lea cuidadosamente el texto a continuación.]

- **Su participación es absolutamente voluntaria, por lo que no hay obligación alguna de participar** en este estudio. Mas aún puede dejar de participar en cualquier momento, no estando obligado a responder pregunta alguna.
- **Si usted lo permite**, la clase online será grabada en audio y video. La grabación será eliminada transcurrido un año.
- La información proporcionada por usted se utilizará solo para el propósito de esta investigación, y las publicaciones que resultan de ella.
- Los datos serán almacenados por un período de un año, una vez finalizada la investigación, siendo la fecha de término estimada marzo 2021.

- Los datos obtenidos en esta investigación y los datos individuales son estrictamente **confidenciales** y **anónimos**. No se divulgará información individual alguna en la presentaciones y publicaciones de los resultados.
- Toda la información obtenida **será protegida a través de claves de acceso**, permitiendo así solo el equipo que trabaja en el proyecto pueda revisarlo. Toda la información obtenida será destruida luego de un año finalizado el proyecto.
- No hay beneficios directos asociados a la participación en el estudio.
- **No hay riesgos** asociados a su participación.

Si tiene preguntas acerca de esta investigación contactar a los investigadores responsables del estudio: Paulina Flores Díaz, correo electrónico [prflores@uc.cl](mailto:prflores@uc.cl).

**Contacto:** Si usted tiene alguna consulta o preocupación respecto a sus derechos como participante de este estudio, puede contactar a la presidenta del Comité de Ética de Ciencias sociales, artes y humanidades de la Pontificia Universidad Católica de Chile, profesora Inés Contreras Valenzuela, al siguiente email: [eticadeinvestigacion@uc.cl](mailto:eticadeinvestigacion@uc.cl).

**Considerando lo anterior ¿Está Ud. dispuesto a completar cuestionarios online, participar de una clase online y una entrevista individual, vía videoconferencia, en un horario y fecha convenido con usted? Si es así, por favor haga clic en el botón respectivo:**

ACEPTO PARTICIPAR ☐

NO ACEPTO PARTICIPAR ☐

ACEPTO SER GRABADO EN AUDIO ☐

NO ACEPTO SER GRABADO EN AUDIO ☐

ACEPTO SER GRABADO EN VIDEO ☐

NO ACEPTO SER GRABADO EN VIDEO ☐

Nombre del/la participante:

Fecha: